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TITLE OF THESIS.....COMMUNITY.....SCHOOLS.....E. AN..
.....ANALYSIS OF.....ORGANIZATIONAL
.....AND.....ENVIRONMENTAL.....CHARACTERISTICS
UNIVERSITY.....O.F. ALBERTA.....
DEGREE FOR WHICH THESIS WAS PRESENTED.....Ph. D.....
YEAR THIS DEGREE GRANTED.....1976.....

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THE UNIVERSITY OF ALBERTA

COMMUNITY SCHOOLS:

AN ANALYSIS OF ORGANIZATIONAL AND ENVIRONMENTAL CHARACTERISTICS

by



KEITH CHARLES SULLIVAN

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH

IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE

OF DOCTOR OF PHILOSOPHY

DEPARTMENT OF EDUCATIONAL ADMINISTRATION

EDMONTON, ALBERTA

FALL, 1976

UNIVERSITY OF ALBERTA
FACULTY OF GRADUATE STUDIES AND RESEARCH

The undersigned certify that they have read, and recommend
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ABSTRACT

This study described the present state of development of community schools in the Province of Alberta and the organizational and environmental characteristics of community school education programs. Three types of questionnaires and two sets of interviews were used to gather data. The questionnaires were completed by 93 school administrators, 462 teachers and 1110 community members. The interviews were held with 84 students and 28 administrators.

Ninety-four Alberta schools (7.3 percent) were identified by their superintendents as community schools. Not one of the seven community school education components in the 94 Alberta community schools was developed to the extent that the component existed in a hypothetical model school developed from the literature. Four of the components, joint use of school and community facilities, programs for adults, community involvement and administration were developed to less than half of the development of the model's components.

When selected community schools were matched and compared to randomly selected "non-community" schools, it was found that the regular program at the community schools was based significantly more on local community activities than was the program at the comparison schools. The community schools had significantly more additional programs for students and programs for adults, in relation to the size of the schools, than did the comparison schools.

The community schools had significantly more community

involvement in decision-making than did the comparison schools. Teachers, but not community members, indicated that people associated with the school had significantly more control over local school affairs in community schools than in comparison schools. No significant differences existed between the community schools and the comparison schools with respect to the job satisfaction or status of teachers, or general satisfaction of students. Community schools placed more emphasis on evaluating programs and on coordinating community services to prevent a duplication or lack of services in the community than did the comparison schools. Community schools also allocated more time on administering school-community relations than did comparison schools. Finally, the administrators, teachers and community members, from both community and comparison schools, generally wanted significantly more emphasis placed on community school education activities in their schools.

Most community school staffs were generally supportive of community school education. It was important to community school principals that their school boards took an active and formal interest in community school education. Because of their extended programs, community schools also required extra funding.

According to the principals, the initial motivation to develop a community school usually came from either the school principal or the school board, not from an outside pressure group. Demographic conditions affected the type of programs offered at the community schools and community schools were found in all types of communities, with respect to socio-economic and cultural conditions.

ACKNOWLEDGEMENTS

I would like to acknowledge the assistance of the many people who contributed to this dissertation, especially the staff, students, principals and community members of the twenty-eight Alberta schools in the study.

Appreciation is expressed in particular to the members of my advisory committee, Dr. D. Friesen, chairman, Professor A. Affleck, Dr. B. Bryce, Dr. L. Gue and Dr. G. McIntosh for their encouragement and guidance. Thanks is also expressed to the external examiner, Dr. T.B. Greenfield, for his constructive contribution to the final stages of the study.

I would also like to mention the financial assistance of the Halifax Board of School Commissioners and the Alberta Government's Inter-Departmental Community School Committee, which was greatly appreciated.

Special thanks are extended to my colleague, Peter Prout, for his assistance and unselfish sharing throughout our programme and to Doreen Rendell, my typist, whose dedication and warm personality greatly assisted in the completion of this work.

Finally, my greatest appreciation and thanks are extended to Pat, my colleague and wife. While completing her own doctoral work, she still found time to provide both encouragement and faith for my writing of this dissertation.

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Chapter 1

INTRODUCTION

BACKGROUND TO THE STUDY

Minzey and Le Tarte (1972), Seay (1974), Davis (1974) and Gittell (1970) believe that the large population growth in North America, coupled with the trend to centralize social services has made life highly impersonal for many people, especially those in urban centers. Hiemstra (1972:12) also suggests that the technological revolution has been a major factor in fostering impersonal relationships among people. He wrote:

All phases of society have been affected by the resulting changes. For example, it has increased specialization which has led to more and larger organizations, greater bureaucracy, and growing impersonalness between workers. Consequently, ties to a community for whatever reason are becoming slight or often temporary and transitory.

Each of these writers suggest that one way to reduce the impersonality of life is to encourage people to develop a sense of community. They propose the concepts of community education and/or community school as possible solutions to developing or maintaining a sense of community.

The community education or community school concept is being utilized in an attempt to make education (in the broad sense of the word) more accountable and relevant to local communities (Decker, 1972:2). According to Minzey (1974), the components most frequently

discussed as part of this concept are programs for adults, additional programs for children, coordination of community services, maximum use of all community resources and facilities and community participation in decision-making. As Decker (1972:2) wrote:

But many of its features are not new. Community education is really an eclectic philosophy that combines many desirable aspects of educational movements of the past and present into a dynamic concept of education readily adaptable to today's society and flexible enough to be adapted to the future.

Tangible evidence of a desire to develop the components of the community education or community school concept in Canada can be seen in reports such as the Edmonton Public Schools' (1971) "The Community School: A Focus on Living"; The Nova Scotia Royal Commission on Education, Public Services and Provincial Municipal Relations Vol. III (Government of Nova Scotia, 1974) and, the Province of Ontario's What Happens Next is Up to You (The Select Committee on the Utilization of Educational Facilities, 1975).

This study deals with the development of community schools in the Province of Alberta by identifying the community schools already operating in the Province and then analyzing the organizational characteristics of these schools. In addition, a comparison of community schools to schools not considered community schools is made in an attempt to detect characteristics unique to community schools.

IMPORTANCE OF THE STUDY

The three Canadian reports mentioned above, promoting the introduction and development of community schools, have one important feature in common. They draw on little or no evidence of the characteristics or success of community schools as documented by research.

This lack of research referencing is not entirely the fault of the report writers because little research has been completed in Canada or the United States in the area of community schools and/or community education (Decker, 1972:2). Seay and associates (1974:393) stated that, "With the exception of the 15 doctoral dissertations cited by Totten and doctoral dissertations along with some masters theses included by Olsen, most of the (American) works cited are descriptions of experiences of practitioners and observers in the field." No publication dealing with community schools other than on an anecdotal, or participant frequency-count level, appears to be available in Canada.

With the increasing interest in community schools throughout Canada and the lack of research on the subject, the area appears to be appropriate for study. The need for studies in this area was underlined by Musella (Coutts, 1975:88) in his address at the 1975 C.S.S.E. Annual Conference. In this address entitled "Critical Issues Facing Educational Administrators: Directions for Future Research," he listed community education as one of the nine critical issues facing educational administrators in 1975. Musella elaborated by providing the following two categories for research; first, "a need for a new model of community education which integrates that function into the total community's services" and, second, "the nature of community education."¹

This study could best be described as an exploratory study. The lack of research in the area of community education and community schools made it essential to develop an instrument to assist in the

¹Taken from a handout distributed at the 1975 Canadian Society for the Study of Education Conference, Edmonton, Alberta.

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identification of existing community schools, to determine environmental and organizational variables relevant to these community schools and, to compare the perceptions of community members toward these community schools and comparison schools. This study has attempted to answer questions in these three areas, as well as provide directions for further research to deal with these areas in more depth. Hiemstra (1972:114) calls for this type of research by writing:

Another important research need is the evaluation of ongoing community educational and other types of programs. Institutions of higher education could carry out the total evaluation of various community projects and programs or could at least provide evaluation consultation.

THE PROBLEM

Statement of the Problem

The major problem of this study was to analyze the community school education concept in community schools in the Province of Alberta and to determine the organizational and environmental characteristics which are descriptive of a community school education program in the Province.

Since there is much disagreement over the definition of the terms "community education" and "community school," the first specific problem was to identify the schools in Alberta which were classified by the superintendents as "community schools" and to determine the components of their community school programs. The first sub-problem was stated as follows:

Sub-problem one. How many community schools are presently operating in Alberta? To what degree are the components of community school education developed in their programs?

This study then addressed itself to the organizational characteristics of the community schools in Alberta which most closely adhered to the components of community school education and related these findings to comparison schools.

Sub-problem two. What are the organizational characteristics that are descriptive of community schools and, in relation to comparison schools, how prevalent and accepted (by teachers, students and community members) are these characteristics in the community schools of Alberta?

One of the major assumptions of community school education is that the programs and services are adapted to the surrounding environment. Therefore, it appeared to be significant to identify the environmental variables which were descriptive of community schools.

Sub-problem three. What are the environmental variables that are descriptive of community schools?

DEFINITION OF TERMS

The following definitions of terms were utilized throughout this study.

Community school education. This term represents a philosophical concept of providing for the educational needs of community members (Minzey and Le Tarte, 1972:19). To facilitate operationalization of this term, the following components composed community school education for this study: P-12 program available to children and adults; joint use of school and community facilities; programs (additional to the P-12

program) for children and adults; delivery and/or coordination of community services; administration time and money for community school education; and community involvement in decision-making. These activities were coordinated from a school building.

Community school coordinator. A person formally assigned to coordinate community school education activities is referred to as a "community school coordinator."

Community school council. This term refers to a committee of people formally assigned to advise a school on the school's activities. Some members of this committee must be community members not employed at the school.

School community. The people who work and/or reside in the geographic and legal boundaries of the school are designated as the "school community."

DELIMITATIONS, ASSUMPTION AND LIMITATIONS OF THE STUDY

Delimitations

This study was confined to schools in Alberta and to community schools and non-community schools as defined by the superintendents in the jurisdictions of Alberta. Any schools which had been operating less than two years were excluded from the study.

Of all the possible characteristics of community schools, a number were selected as pertinent to this study as indicated in the Conceptual Framework section (Chapter 3).

Limitations

The utilization of questionnaires and interviews to gather data caused the major limitations of this study. The fact that this study of community schools was cross-sectional and place-bound, placed a further limitation on the conclusions reached and introduced problems for generalization.

Assumption

It was assumed that the scores obtained from the School Community Questionnaire (see Appendix F) on the dimensions of community school education can be compared and ranked.

AN OUTLINE OF THE STUDY

Chapter 2 contains a review of the community school and community education literature. In Chapter 3, descriptions of the conceptual framework utilized in the study, the sample, the instrumentation and the treatment of data are presented.

Chapter 4 includes the analysis of the data. The study's conclusions, implications for education and suggested research studies are presented in Chapter 5.

Chapter 2

A REVIEW OF THE LITERATURE ON COMMUNITY SCHOOLS

I. INTRODUCTION

Possibly the best way to describe the major desires and aspirations of community school proponents is to indicate how they view the "traditional" public school system. As early as 1942, this view was described by Carr (1942:34) in a scenario entitled "An Island Apart." Carr described the traditional school as an island set apart from the mainland (the school's community) by a "deep moat of convention and tradition." A draw bridge was lowered over the moat at certain times of the day to allow the children from the mainland to cross to the island in the morning and return to the mainland at night. Very few adults from the mainland were allowed or encouraged to cross to the island and rarely were children allowed to venture back to the mainland during the day. The paradox of the scenario was revealed when Carr reminded the readers that the task for which the students had been separated from the mainland, was to develop skills to allow these students to live on the mainland.

In this scenario, a major message of the advocates of community schools is revealed, i.e. the goal of school programs should be to allow children and adults to develop skills and equip themselves to live successfully in their surrounding communities. The school belongs to the community and is supposed to serve the needs of the community.

Consequently, it seem irrational to exclude a school's community members and their lifestyles from the educational process.

II. THE COMMUNITY SCHOOL MOVEMENT

COMMUNITY SCHOOL OR COMMUNITY EDUCATION

Before proceeding further with the review of the literature, the terms "community school" and "community education" should be clarified. Seay (1974:11) wrote "... the community school concept has truly evolved into a community education concept." What Seay seems to be implying is that the community school concept can include all the components¹ of the concept of community education, but the former takes place (at least, partially) in a school building, while the latter could occur completely divorced from any school building or school system.

Minzey and Le Tarte (1972:11) wrote that "The difference between Community Education and community school is that Community Education is the concept and community school is the delivery system for that concept." According to them some communities have tried to use agencies other than the public school and have not met with great success.

Public schools seem to offer many advantages over other agencies when attempting to introduce community education into an existing community. The first advantage is that most communities already have

¹The components of community education will be discussed in the next section.

a school building and staff which are publicly financed. Second, no one else in the community is more involved in education than those in the school building, and finally, schools do not seem to be involved in the political realm as much as other service agencies (Minzey and Le Tarte, 1972:12).

In attempting to avoid confusion over the terms "community school" and "community education," a decision has been made to combine the terms when discussing community schools to emphasize that, conceptually, the process is the same and only the physical setting may change. Therefore, the term "community school education" will be used to illustrate that this dissertation deals exclusively with community education in public schools. If the terms community school or community education are used again in this chapter, they will reflect the manner in which the author of cited literature handles the concept.

COMPONENTS OF THE COMMUNITY SCHOOL EDUCATION CONCEPT

The identification of the components of the community school education concept is a rather difficult process. Similar to most broad, all encompassing terms, the terms "community school" and "community education" are often used in educational discussions and policies as if all participants hold the same definition. Yet, as found by Driscoll (1976) many different perceptions and definitions of these terms are held by knowledgeable people.

The confusion in education concerning the concept of community school education was underlined by Bushey (1972) in a doctoral study completed in the State of Indiana. He compared selected community

school education programs in Indiana with a theoretical (community school education) model elementary school. The theoretical model was developed from the community school education literature and recommendations from a panel of judges knowledgeable in the area. The following five major areas were identified as essential ingredients of the concept of community school education: 1) financial commitment of the community; 2) the community advisory council; 3) a policy on staffing procedures; 4) program development and 5) outside agency involvement.

From his study, Bushey concluded that there was little evidence of a common understanding of the nature of community school education in the State of Indiana as defined by the literature and a panel of experts and, second, that the major emphasis in the State was on community school education programs and not on the process of community school education.¹

Confusion with community school education is increased by many well-intentioned articles, dealing with community education and/or community schools, because of their attempt to oversimplify a complex issue. For example, the following paragraph was written in Education B.C., (1971).

The issue of community education is simply to find ways to broaden the education available to citizens in every way . . . education for adults, for pre-schoolers, for retired persons, for housewives, for children and teenagers . . . on an integrated basis, using as much as possible existing facilities.

¹The process of community school education will be discussed later in this chapter.

This quotation has touched upon an important aspect of community education - but only one aspect. Community education does not seem to be "simply" anything, as it involves a complex weaving of a number of components. In the following sections, a much more comprehensive view of community school education is provided.

PARADIGMS FOR COMMUNITY SCHOOL EDUCATION

A Two Component Community School Education Paradigm

In 1972, Hodgson (1972) addressed the OISE-OSTC School Board Conference on the topic of community schools. He suggested that, broadly speaking, community schools are defined in two major categories; "the school in the community," e.g. classes of school children visiting a local merchant or work study programs; and, "the community in the school" (Hodgson, 1972:61). He suggested that the degree of commitment to the second category could be represented diagrammatically as a continuum (Figure 2.1). The further one moves to the right on the continuum, the greater are the political implications for local and provincial employees.

The far left of the continuum represents regular academic classes. Since children from these classes rarely are sent or taken into the community during school hours, little interaction with the community is necessary. However, as one moves to the right on the continuum more and more interaction with the community is necessary for successful operation of these ideas. The other entries are the use of the school building by the community after regular school hours; the provision of programs for adults during the school day; the

provision of working space in the school for other community agencies (e.g. city recreation); and the formation of a school advisory council and a school council. The latter body would actually have legislated power over the school in many areas

Few
political
implications

Numerous
political
implications

1	2	3	4	5	6
Regular classes	Community use after regular hours	Day classes for adults	Other community workers quartered in the school	Advisory Council	School Council

Figure 2.1

Political Implications Occurring With
the Community in the School

By placing these categories on a continuum, Hodgson has begun to unravel the complexity of issues involved in community school education. These areas will be explored in more depth later in this chapter.

A Four Component Community School
Education Paradigm

Smilanich (1972) proposed a four component paradigm of the community school education concept. He labelled the four components - community councils, life-centered curriculum, extension of school services and coordinated delivery of social services.

The first component, community councils, Smilanich described

as an involvement of community members in the decision-making and policy formation related to the school's curriculum. Life centered curriculum, dealt directly with the composition of school curricula suggesting that student programs should be closely connected with problems of community living and that teachers and students should participate in community programs and normal community life as part of their regular school assignments.

Extension of school services incorporated both the community use of school buildings and the provision of services according to needs of the community. It entailed the use of school facilities at any time by community members and students when these facilities were not being used by the regular school program. The provision of services according to need may also include operating the school throughout the entire year or permission for adults to attend regular classes, and to use the school facilities during the day. Smilanich suggested that the community use of schools is usually one of the first components of the community school education concept to be developed.

With respect to coordinated delivery of social services, Smilanich (1972:43) stated:

Inherent in the community school philosophy is the recognition of the contributions that can be made by other professionals and a realization that the school cannot meet the total needs of the child.

When working on this component, the community school personnel must attempt to utilize as many of the already existing services available to the community as possible, and attempt to coordinate activities and avoid duplication of services. This component is recognized as one of the major stumbling blocks on the way to developing a complete community school education program.

A Six Component Community School Education Paradigm

The community school education paradigm used as part of the conceptual framework of this doctoral study is based on the writing of Minzey (1974). This paradigm has been chosen because it is concise, comprehensive and relatively easy to operationalize for a study and, it includes the important aspects of community school education as identified in the literature.

Minzey's paradigm is discussed in detail in the Conceptual Framework section (p. 67). It has the following six components: 1) the regular school program (grades 1-12); 2) joint use of school and community facilities; 3) additional programs for youth; 4) programs for adults; 5) delivery and coordination of services and 6) community involvement. For this study an additional component has been added, i.e., administration. The additional component accounts for the amount of administrative time allowed for organizing community school education, as well as the amount of financial commitment devoted to community school education. This component is included because of the growing evidence in the literature (e.g. Bushey, 1972) suggesting that community school education will succeed only if a definite financial commitment is made to promote it.

REASONS FOR PROMOTING COMMUNITY SCHOOL EDUCATION

This section cites briefly four of the major reasons suggested in the literature for developing a school around the community school education philosophy. Each of these reasons will be reviewed in

greater detail in the third major section of this chapter (A Detailed Analysis of Community School Education). The reasons are mentioned briefly in this section to familiarize the reader with the major factors instrumental in the promotion of community school education over the last decade.

Community Involvement in Educational Decision-Making

Gittell (1969) and Katzman (1968) advocate decentralization of large urban school systems to allow for more local input into educational decision-making. They believe that many school systems have grown so large that they are insensitive to specific needs of small school areas, particularly, if a minority group is involved.

Others, such as McIntosh (1971:51) develop the decentralization argument further by stating that educators, as well as laypeople, are becoming more aware of the limitations of professional knowledge in shaping decisions regarding school and other social programs. He suggests that an anti-establishment mode of thinking is developing and with increasing frequency, educators are looking outside the school to the community for assistance.

Capital Costs

A second reason for promoting community school education involves the reduction of capital expenditures. Both educators and laymen are showing concern for rising educational and municipal building costs and recognize that joint use of school and community facilities could reduce the need for additional buildings.

Educators from coast to coast in Canada are advocating increased use of school facilities. Stevens (1974:12), one of the

initial supporters of community school education in Canada, wrote from Vancouver that "Schools are far too expensive to build and maintain to be sitting idle up to 50% of the time." While Conrad (1973:4), Director of Schools in Halifax, supported the opening of schools to the public and wrote ". . . the public school facilities belong to the community, and as a consequence, should serve a wide segment of it."

Coordination of Community Services

The development of numerous social agencies in almost every Canadian community has produced a third reason for promoting community school education, i.e., a need for coordination of services. McIntosh (1971:53) summarizes this need, which community school education proponents claim can be filled by the community school, as follows:

. . . the proliferation of social services in the modern welfare state demands that we find methods of organizing these services on a more personal, humane and coordinated basis than is now typically the case.

Relevant Programs

A fourth reason for promoting the community school education philosophy in a school system has been based upon the lack of relevant programs offered in "traditional schools." Community school education advocates, such as Stevens (1974), call for local community referenced content in the regular school program. In addition, academic vocational and avocational programs should be available for adult students.

GOALS OF COMMUNITY SCHOOL EDUCATION

After discussing some of the reasons for promoting community school education, it seems appropriate to be more specific and ask,

"What are the goals of community school education?"

The following list of twelve goals was obtained by combining the community school goals presented in an article from Adult Education, Nova Scotia (1971) and a national study for community education goal development in the United States (Decker, 1975:7). The two lists of goals were quite similar except that the Canadian article called for more participation from existing school staff in extra after-school programs than did the U.S. article. However, rather than this denoting a difference in the outlook of the U.S. and Canada toward community school education, it seems to be more a manifestation of the difference in time that these articles were published.

The Canadian article was written in a period of time when community school education advocates thought that the regular school staff (teachers, principal, etc.) would take on the extra responsibilities for the additional adult and child programs. Since the late sixties and early seventies, experience has indicated that it is not realistic to expect the day-time school staff to remain after regular school hours to provide more educational programs. Additional staff has to be recruited from these programs.

The following community school education goals are the synthesis of these two sets of goals mentioned above:

1. Develop a process for determining the community's needs and then develop the curriculum from an on-going study of these identified needs.

2. Adapt facilities (buildings and grounds) and trained personnel to multiple use for persons of all ages.

3. Consider the afternoon, evening and regular academic day-time programs equally important.
4. Make full use of community resources, both human and material to provide a comprehensive educational program for the community.
5. Provide initiative and leadership in planning and implementing community projects.
6. Promote democratic thinking and action by involving all people concerned (or at least representatives) in planning programs and activities. This particularly refers to lay and student involvement in decision-making.
7. Encourage the staff to involve their students in real life community activities beyond the usual classroom program.
8. Provide opportunities for community lay and professional people to assume leadership roles in the community.
9. Attempt to develop unity in its neighbourhood, especially among people with different cultural backgrounds, by promoting social interaction.
10. Initiate useful programs for all community members, e.g. supplementary and alternative educational opportunities, health programs, employment vocational opportunities, political procedures, etc.
11. Prevent duplication and/or lack of services by coordinating activities with other agencies in the community.
12. Develop means of evaluating the extent to which the programs or processes are meeting the previously set goals.

COMMUNITY SCHOOL EDUCATION IN CANADA

While educators from the United States can trace their community school education movement origin at least back to the 1927 work of Frank Manley and Charles Mott in Flint, Michigan (Seay, 1972:23; Minzey and Le Tarte, 1972; Decker, 1972:59-75), the Canadian movement does not seem to have a school system with such a long standing dedication to community school education.

Many Canadians who attended school forty or more years ago are quick to remind community school education advocates that the community school education concept closely parallels the situation prevalent in many small communities with one or two room schools. In many ways these people are correct. However, the immense growth of schools and social service centres, and the increase in autonomy and professionalization of educators, have made the modern educational society more complex than forty years ago. This complexity has brought more wealth and power to the Canadian society, but has reduced the opportunity for service agencies to determine and meet local community needs. Since the growth of large complex schools and school systems, most schools have not been analyzing the local needs of their communities but have attempted to meet "common denominator" needs of the thousands of people served by a large school system.

The following sections give a brief outline of community school education movement in Canada as presented in major Canadian publications known to this author. For an in-depth look at Canadian activity with respect to community school education, the reader is

referred to Prout (1977).

British Columbia

The North Vancouver School System in British Columbia was the first Canadian school system to seriously become involved in community school education. With the leadership of Jack Stevens, Queen Mary Elementary School in 1971, became British Columbia's, and possibly Canada's first community school (Education B.C., 1972). During 1972, 55 programs led by 142 volunteer leaders, were started in the school and enrollment in these programs reached 1200. The school served as a base for a dental program and hot lunch program for students, as well as a base for coordination of community service agencies. The North Vancouver School System has expanded its role in community school education by developing more community schools and creating a central office coordinator position for community school education.

After this initial North Vancouver move toward community school education, other B.C. educators and laypeople showed an interest in community school education. A Provincial Community School Team was established by the B.C. School Trustee's Association to act as a consultant to any areas in B.C. showing interest in the community school education idea (Education B.C., 1973).

The B.C. School Trustees Association has two publications dealing with community school education. Provincial Community School Team Working Papers, (B.C. School Trustees Association, 1973) is a collection of papers introducing the concept of community school education. The second publication, The Community Education Collection (B.C. School Trustees Association, 1975) is a catalogue of multi-media

materials on community school education which are available to the lay public, and educators, by contacting the B.C. School Trustees Association.

In addition to the Trustee's work, committees were formed at a 1971 Victoria meeting from representatives of teachers, students, principals and the general public for the purpose of recommending directions of movement to the Greater Victoria School Board. Two of the five key recommendations were "... greater involvement of the community in the schools" and "... more learning (time) spent outside the school" (School Progress, 1971).

Ontario

Although British Columbia seems to have the first literature documentation of community schools, sections of the province of Ontario have shown leadership in the development of the community school education concept in Canada. The Ontario Provincial Government was the first in Canada to publish provincial recommendations (developed by a committee of laypersons) concerning greater use of educational facilities and more involvement of community members in educational decision-making (The Select Committee on the Utilization of Educational Facilities, 1975).

The general tone of the report is well represented by the following quotation drawn from the report itself.

In our view, most government agencies that claim to accept community involvement and participation in decision making have made only a token gesture. Community involvement does not mean merely listening and then rejecting what is said. By community involvement we mean that each community has the power to influence the decision making process through of its own needs and how these needs can best be served. In order to achieve meaningful community involvement (meaningful, that is, to people in a local community) we see the need to provide new frameworks

for decision making, to develop new methods and strategies for program development and operation and to emphasize new decentralized delivery of services and programs (The Select Committee on the Utilization of Educational Facilities, 1975:5).

The report makes 43 recommendations to the Government of Ontario. Reference will be made to these recommendations in the third section of this chapter (Existing Plans for Community Involvement) and, therefore, further elaboration will not be made at this time.

Turning to more specific reference to the development of community school education in Ontario, Nugent (1972:11) reported that the first community school in the Province was Flemington Road Public School in Toronto. At the time Nugent wrote the article, the school's facilities were being used by the community, all available services were coordinated, and parents and volunteers were becoming involved in the planning and delivery of the school's curriculum. She found that one of the most noticeable benefits of the community school was the decline in vandalism, not only in the school, but throughout the community as well.

Nugent (1972:13-14) also reported on two other community school education developments in Ontario. Kensington English and Portuguese community members' campaigning, with respect to community social issues, led to a demand for a community school. These demands resulted in the formation of a Citizen's Committee which eventually provided specifications for the building of the new Kensington Community School. The Hastings County Board of Education, with a belief in the community school concept, developed and filled a position of Coordinator of Community School Programs. Following this lead, many other schools

within the jurisdiction started to develop the components of community school education into their programs.

Nova Scotia and Quebec

The Nova Scotia Royal Commission on Education, Public Services and Provincial-Municipal Relations (Government of Nova Scotia, 1974:39-26) is the strongest publication from the Atlantic Provinces supporting most of the components of community school education. This report recommended to the Nova Scotia Government that the school rather than the school system should become the basic educational unit and that school councils, with a great deal of authority (e.g. legislated power to hire school personnel), be developed for each school.

The Province of Quebec had some of the first legislation with respect to community involvement in local educational decision-making. Bill 27 was introduced in 1970 and called for a "regrouping" of school boards to allow parents to have more effective input into their local schools. Bill 27 and the Nova Scotia Royal Commission Report will be discussed later in more detail in the "Existing Plans for Community Involvement" section of this chapter.

Alberta and Manitoba

These two western provinces have had a few major committees and reports supporting many of the components of community school education. In 1971, the Coalition For Better Schools was established in Manitoba. Their main aim was to increase public involvement in education within Manitoba and their main recommendation was the establishment of a community board for each school (Smith, 1972).

The Alberta Government has had at least two recent publications supporting community school education. The first report was entitled A Future of Choice: A Choice of Futures or probably better known as "The Worth Report" (Worth, 1972:146). This report said:

Hence, the community school can serve society in at least four ways: as a place for schooling where children and adults have optimum opportunities for learning, and access to counselling and information services; as a neighbourhood center where citizens of all ages may take part in a multiplicity of activities, including sports, physical fitness programs, recreation, arts and crafts, drama, civic meetings, and many other refreshment and leisure-time activities; as a vehicle for the delivery of health and social development services, legal aid, employment information, and other assistance to individuals and families; and as a focus for community life, assisting citizens in the identification, examination and solution of neighborhood problems.

In addition to "The Worth Report" the Alberta Departments of Education and Culture, Youth and Recreation (1975) jointly published Some Approaches to the Joint Use of Community Facilities. This report strongly advocates the joint use of all school community facilities by giving planning suggestions and sample joint-use-of-community-facility agreements.

III. A DETAILED ANALYSIS OF COMMUNITY SCHOOL EDUCATION

This third major section of the review of community school education literature closely examines three of the four previously cited reasons for promoting community school education; i.e. relevant programs, coordination of community services, and community involvement in educational decision-making.

RELEVANT PROGRAMS

This discussion will evolve around the proposed solutions from community school education advocates to meet the challenge of providing more relevant programs in the schools. The two major divisions of the discussion deal with the handling of the existing school program, and additional programs for children and adults in a community school.

Importance of the Existing School Program

In discussing community school education, Seay (1974:14) remarked that "Schooling for children and youth is relegated to a somewhat less dominant position in the hierarchy of educational forces." This attitude concerns many traditional educationalists, as they see implicit in these remarks a lack of desire to hold academic excellence in the basics important. This concern is not altogether unfounded as many community school education advocates seem to disregard principles of learning (e.g. learning theory) and the need for any formal objectives or evaluation of their programs. As Storm (1974:114) wrote:

There is a view of anti-intellectualism in the community curriculum movement; the sort that enables a school to claim that it is running extensive local study programmes whilst not possessing any local planning reports, census volumes, or even large scale maps.

However, many writers in community school education, such as Seay (1974:27) see the regular academic program as very important although not the only important aspect to be performed by the school. Minzey's conceptual framework for community school education (used in

this study), places the regular academic program as a vital part of community education. He (Minzey, 1974:3) says "... the regular program is a key part, but not the only part of education and it should be tied into the total community education program."

The "Worth Report" (Worth, 1972:146) speaks out strongly in favor of the existing school program. The following passage is an excerpt from this report.

The community school concept must not, however, be introduced to the detriment of the fundamental purpose for which schools exist. Therefore, it seems necessary to suggest the following categories of school use, in order of priority: prime consideration should be given to the basic education function; secondary consideration should be given to early and further education programs; and after all educational needs have been met, consideration should be given to other social services and various community activities.

Changes to the Existing School Program

Changes in the existing school programs are strongly advocated by community school education components such as, Hiemstra (1972:18) and Stevens (1974). Three major changes which repeatedly appear in the literature are: the regular school program should be available to all age groups, not just to those between the ages of 5 - 21 years; the regular school program should be closely tied to life in the local community; and the regular school program should reflect the needs of the local community members.

The desire for the regular school program to be available to all people, regardless of age, is a basic component of community school education. The regular school program is usually open only to those between the ages of 5 - 21 years. A community school education program involves people of all ages using the community facilities and resources

for vocational and academic work (Decker, 1975:11). Most adults may only be able to attend school at night, but provisions are made for those few who may be able to attend classes during the day.

The second change is to relate the regular program more closely to life in the local community. This can be accomplished by basing classroom course content (e.g. math examples, literature stories) on the type of community in which the school is located (i.e. rural fishing, rural farming, urban industrial etc.); allowing students to do course work in the community and encouraging members of the community to act as resource persons in the classroom.

Some examples of these types of program changes in schools are appearing in the literature. During the 1972-73 school year, Matthew Halton High School in Pincher Creek, Alberta, involved 80 students and 30 local employers in a work experience program. The students were allowed to gain credits by spending half-days away from the school working as nursing aides, motor mechanics, clerks and grocery store workers (Pinkney, 1973).

Norcross (1971) wrote of a Canadian community college which utilized Indian Band Members to tell white students about the history of their people. The students then travelled to the Band Reserve to observe Indian religion, law and dance.

Although field trips and resource people are used as learning experiences in most Canadian schools, community school education advocates believe that many more of these activities have to become a regular part of the school curriculum.

The final change proposed for the regular school curriculum is to allow programs to reflect the needs of the local community. Gibbons

(1973) suggested that "experience weeks" be utilized during school time. During these weeks, students are excused from scheduled classes to become involved in helping others without expecting a reward. Emphasis is placed on cooperation with others in making a contribution to the community.

The Board of Education (1970) in the City of Toronto started a summer project in 1968 for students unable to find summer employment and interested in taking educational courses. The project was termed "Summer of Experience, Exploration and Discovery" (SEED). SEED was extended into the school year after a formal request was made by students and parents to continue this program as an alternative secondary school program.

The needs of particular community members (students) were reflected in the SEED program as they assisted in its design. The program had a minimum of formal structure, substantial increase in student freedom, management and responsibility, core subjects of languages, math and science, and a wide variety of courses designed and conducted by the students with the assistance of resource people from the community.

Another example of a school meeting peculiar needs of the local community appeared in Kingston, Jamaica (Storm, 1974). A junior-secondary school took former students back into the school because there was no work for them on the island. They learned practical skills (e.g. carpentry and serving) and completed jobs for the school.

Additional Programs for Children

Most schools have programs for children in addition to the

regular school program. Community school education encourages and promotes these activities. Minzey (1974:4) says:

Additional information, activities or experiences can be provided by expanding offerings to the students before school, after school, weekends and summers. Enrichment, remedial and supplemental educational activities can be offered as well as recreational, cultural and avocational programs.

School personnel working under the community school education philosophy would assist and encourage groups to organize field trips such as the 10 day excursion by 200 students and 13 teachers of David Thompson Secondary School in Vancouver, into a British Columbia National Park to study wild life and ecology (Dick, 1973). Other examples of additional programs are hot lunch programs, as developed in many lower socioeconomic level neighbourhoods (Education B.C., 1972), and "The Jordan Plan." The latter is an offering of courses in Archbishop Jordan High School, Sherwood Park, Alberta (Department of Education, Edmonton Regional Office, 1975:109). The regular five day school week is compressed into four days (by extending the time spent in class on Monday, Tuesday, Thursday and Friday) with no reduction of actual classroom time. The school day on Wednesday is devoted entirely to non-compulsory programs for both the regular high school students and adults. During the spring session of 1975, twenty courses, such as automotives, canoe construction and non-structured German classes were offered.

Additional Programs for Adults

Adult education is often seen as synonymous with community school education. If a particular school has an active and ambitious adult education program, the school is often designated as a community school. For example, Baldasari (1972) completed a Ph.D. dissertation

at the University of Utah entitled "A Comparative Study of the Community Education Concept and Selected Community Schools in Davis County." Yet his study was based upon a questionnaire that inquired only about adult courses.

According to the definition of community school education used in this study, adult education is certainly not synonymous with community school education. Adult education, the same as the regular academic school program and additional programs for children, is only one important component of community school education. Seay (1974:14) writes that "The growing need for lifelong education becomes more and more obvious. Education for adults becomes an increasingly necessary part of community education."

Many communities have well attended adult programs held in their schools with a wide variety of courses dealing with such conservative subjects as high school history to more provocative subjects such as yoga and belly dancing. Matthew Halton High School in Pincher Creek, Alberta (Cope and Pinkney, 1974) and Central Algoma Secondary School near Sault Saint Marie, Ontario (Ferguson, 1974) have received attention in the literature for their successful adult classes. The latter had a night school attendance that almost equalled the daytime student enrollment at the school.

Minzey and Le Tarte (1972:81) point out a very basic difference between adult programs provided through community school education and adult programs provided by departments of adult education, recreation and similar organizations. They cite the difference as a conceptual one based on objectives and goals, rather than the actual programs delivered. Adult education or recreation departments usually have

objectives that deal with the provision of programs which will allow people to develop new skills and grow in areas which will allow them to live a more fulfilling life. Community school education accepts these objectives and adds a dimension, beyond the programs themselves. This dimension uses the contact of adult programs to attempt to foster a desire to improve the local community. Community school education allows for both encouragement of people in the courses to identify problems in the community, and facilitation of a move to correct these problems. Therefore, the completion of a course is not the end in itself.

These same community school education objectives for adult education appear in the writings of Lovett (1975:49) in a discussion concerning the development of adult education in Liverpool, England. He termed this work as "adult education and community development" and described it as follows:

Community adult education sought to support the activities of local people in their efforts to play a positive role in issues affecting their daily lives. It was concerned to assist in the process of personal fulfillment by emphasizing the opportunities afforded by education to strengthen community bonds and, at the same time, to widen the choices available to individuals in such communities. It sought to think of people in relation to other people and the satisfaction of their educational needs and interests in such a context rather than a series of quite separate needs and interests calling for separate institutional arrangements.

COORDINATION OF COMMUNITY SERVICES

Responsibility for Education

When elaborating on his definition of community education, Seay (1974:13) stated:

The role of the school is not diminished (in community education) except by the need for cooperative action when it recognizes the fact that there are many educational agencies in every community that have legitimate educational aims - and that each agency has a right to serve and be served.

Later in his text, Seay (1974:64) returns to this theme, when suggesting that some agencies find it difficult to be accepted because of a number of common misconceptions held by society. The misconception of importance to our discussion here is that the schools can take sole responsibility for each education function which society demands. He lists seven functions (e.g. transmitting culture) for which society has given education prime responsibility, and ten functions (e.g. relating the individual to society) for which society has given educational institutions secondary responsibility.

Social Agencies Other Than the School

It seems obvious upon examination of Seay's lists, that all educational institutions, i.e., schools, colleges and universities, could not handle the designated educational functions. One alternative route for these institutions to follow would be the development of a close working relationship with other community agencies in an attempt to provide services to the community and yet avoid duplication.

Minzey and Le Tarte (1972:23) suggest that this route appears to be the most plausible alternative to choose as the public does not seem receptive to the formation of more community agencies to alleviate community problems. By sheer numbers, it would appear that more agencies are not needed. For example, a recently published catalogue of service agencies in Calgary (Alberta Social Services and

Community Health, 1975), a city of approximately 450,000 people, listed 123 service agencies (excluding schools). The report (p. iv) also explained that most of the agencies surveyed provide at least two or more services to the community.

Three general trends were identified by the Alberta Social Services and Community Health report (1975:ii) as indicated by the data collected from the 123 agencies surveyed. Two of the trends indicated that agencies were attempting to involve the public in carrying out the agency's services, and that agencies were willing to become involved in public relations work. The trend most relevant to the present discussion was described as:

... the expression by the agencies of a desire to be more co-ordinated and have better interagency relationships. Thirty percent of the agencies interviewed were already active in this campaign.

Both Tasse (1972) and Reiss (1971) found that in school community relationships, there were significant differences between the amount of existing and desired cooperation between the school and service agencies. All agencies wanted a more cooperative relationship.

The study by Reiss investigated school community relationships in Royal Oak Township, Oakland County, Michigan during the period 1960-70. An instrument was devised to deal with school community relations as perceived by parents and social agencies. The instrument was constructed with a section of direct questions allowing for brief unstructured responses and a section with a series of items devised as a specific rating scale. She found that social agencies and parents did not have the same perceptions of school community relationships; that viable school community relationships will be enhanced or

destroyed by the perceptions of the community members; and that the perceptions of the community will ultimately bring about changes in the goals and programs of the social agencies. The data indicated that school community relationships can be successfully structured in a cooperative fashion involving wide use of agency service without inhibiting the autonomy or individuality of either school or social agency.

Business Community

Up to this point the discussion has centered around cooperation with school and social service agencies. It is also important to recognize that the private enterprise business community can help the school (and vice versa) and that coordination and cooperation is needed with these relationships. Darling (1975) argued that business people should interact with and help educators. He cites examples of Michigan Bell Company holding training sessions for school administrators on the topic of administrative and supervisory techniques, as well as collaborating with public school teachers to design a course on electricity. Community school educators believe that much more can be done with schools and private businesses.

COORDINATION LEADERSHIP

From the previous discussions it seems that coordination of community services is a desirable and essential condition to have in a community to facilitate problem solving. However, which agency should attempt to spearhead the coordination and cooperation? Minzey and Le Tarte (1972:11) strongly suggest that the neighborhood

school be this "spearheading" agency because the school system is usually not as politically involved with a government or interest group as other community agencies. Also, since the school is a readily accepted part of most communities, and carries a strong legitimate right to be involved in the community, it probably has a better chance than other agencies to assume the role of coordinating agency.

Minzey and Le Tarte suggest that public schools are usually one of the few community institutions which have an automatic tax exemption right which would allow business interests to easily give financial help to a community school. This may be more applicable to the American than Canadian situation. In Canada, for example, money can more easily be donated to a religious organization to perform a coordinating function than to a school system.

Another reason to have school personnel coordinate community activities (not explored by Minzey and Le Tarte) is the availability of physical facilities. With today's declining enrollments, many schools have extra rooms which could be easily converted for use as agency coordination personnel offices and/or inter-agency meeting space.

COMMUNITY INVOLVEMENT IN EDUCATIONAL DECISION-MAKING

Community involvement in educational decision-making is one of the most important underpinnings of the community school education philosophy. All paradigms of community schools or community education, known to the author, include community involvement in educational decision-making as an extremely important component. Smilanich (1972:48), in his paradigm, included this concept as "formation of community councils" and stated:

Basic to the concept of community school is the belief that leadership to be effective must be diffused, that the school will function best when each participant shares some of the responsibility for leadership

Minzey (1974:4) includes the concept of community involvement in decision-making in his paradigm of community education and said, "This phase of Community Education has often been described as the effort to return 'participatory democracy'." He considered community involvement in decision-making to be the most difficult component of community school education to successfully operationalize.

Literature on community involvement in educational decision-making can be located under the headings "local control" or "decentralization," in addition to "community school education." Local control can be considered as any or all of the following (Coleman, 1971:10); 1) financing education through local funding, 2) elected representative policy making, 3) accountability to taxpayers for school expenditures, 4) educational expenditures requiring local decisions, 5) accountability to parents and community members for policy decisions and 6) lay control of educational decisions. Many community school education advocates would not agree with financing education through local funding as this would be discriminatory against lower-socioeconomic communities. However, the other five definitions would be in harmony with community school education philosophy.

Gittell is probably the most renowned and prolific writer in the area of decentralization with respect to decision-making in education. She claims that professionals, over time, have used their expertise to secure greater control over educational jobs and funds,

and finally to policy making. She (Gittell, 1970:115) wrote:

The current movement for urban school reform through expanded community control, is an attempt to achieve a new balance of power by reintroducing competition into the system. Local community groups are competing with the professionals for power resources and a larger share in the decision making process.

Chisholm (1974:211) appeared to have summarized the general feelings of community school educators with respect to decision-making by stating, "Perhaps the most immediate reason (for community control) is that community control can provide us with the means of checking and balancing at all levels."

Support for Community Involvement in Decision-Making

Alinsky (1971:104) said:

It is the schizophrenia of a free society that we outwardly espouse faith in the people but inwardly have strong doubts whether the people can be trusted.

Alinsky's thoughts are truly applicable to the educator's dilemma with respect to allowing the public to have more control of education. The remainder of this section will deal with some of the positive and negative aspects of community control of education as portrayed in the literature.

The major pressure on school systems to allow more community control has come from minority groups. Altshuler (1970:67) credited the American race problem with the call for greater local control of education. Initially the blacks, and subsequently other minority groups, claimed that middle class administrators, teachers and school board members did not understand or sympathize with their specific problems and, therefore, demanded that more of their people be involved in educational decision-making. Empirical evidence has supported the

minority groups' charges of unequal representation. Business and professional people (even in low socio-economic areas) dominate school boards as they account for more than three-fifths of the board members in the United States (Fantani, Cittell and Magot, 1970:66).

Because of this domination of education in all neighborhoods by the white middle class, pressure is mounting for more local representative control of education by the poor and/or racial and ethnic minority groups. Levine (1968) cited the following reasons for more school-community involvement in lower socio-economic level areas: 1) to create a more positive self-image, 2) to develop political and civic skills, 3) to more strongly identify with the local community, 4) to draw the attention of the school board to its socially disadvantaged areas, and 5) to develop more support for the programs in the local school.

Since the late 1960's and early 1970's pressure has been exerted on many large school systems to decentralize and give more control of many aspects of education to all types of communities, not just lower socio-economic areas. Writers, such as Pellegrino (1973:6) and Reed (1973), claim that community involvement in the school would lead to a greater awareness of the community on the part of professional educators and more community support for educational objectives, as well as alleviating alienation between the traditional system-wide school board and the community.

Literature supports the formation of local councils to solve local problems rather than assign the entire decision-making power to a central body. For example, Dobbs (1971) worked with and studied a group of citizens in a Seattle, Washington urban neighborhood for

3½ years. The purpose was to give citizens a role in determining the destiny of their community. The group, after trying many alternatives, finally began to press for a citizen's advisory board as the best means to solve its neighborhood problems.

A British Columbia Education Commission (Education B.C., 1971) investigated the public's role in education and three of their conclusions were: people want to be more involved in school government; school boards are becoming more aware of the importance of public support of schools and, citizens want an increased role in educational decision-making.

Educational Studies on Community Involvement

Marlow (1969:10-11) reported that more bond elections were passed in U.S. areas with effective lay advisory committees than in areas without advisory committees. He (Marlow, 1969:8) also wrote:

The improved quality of education through cooperative community-school relations has been emphasized as important in over 25 studies undertaken by the Institute of Administrative Research, Teachers College, Columbia University, under the direction of Dr. William S. Vincent.

The first of three studies to be reviewed in this section, analyzed a community controlled school district in Harlem, I.S. 201, and made a comparison to a non-community controlled district (Guttentag, 1972). The districts were matched in relation to their socio-economic status and ethnic background. Separate studies were completed for the governing board on the following seven topics: teacher-pupil classroom interaction; parent use of school; organizational climate; administrator's use of time; health and innovative programs; and pre-school and grammar school children's expectancies. The results

indicated that the community controlled school district showed stronger intellectual and expressive school climate; greater parent use of school buildings; more positive interactions between teachers and pupils; greater awareness by the children of the parents' and teachers' power in the schools; and finally, greater academic achievement.

The second study to be reported, also involved New York's I.S. 201 and, in addition, the Ocean-Hill Brownsville and Two Bridges school districts in New York City (Swanson et al., 1969). These three districts were set up as demonstration areas to test the desirability of local control. Six hundred parents of school children were interviewed, eight months after the demonstration areas were set up, to ascertain parental attitudes towards community involvement in education.

The number of parents favouring an increase in community influence was twice that of those favouring a decrease in influence. The parents desiring less influence were the less articulate and community involved parents. This type of parent indicated that he would be pleased to have the professional educators handle school affairs.

The third study was reported by Parsons (1970) and analyzed 30 community controlled schools in the United States. The results of the study indicated that residents of lower socio-economic level areas had the ability to successfully control their schools. A great difference was seen in the effectiveness between those committees with only an advisory capacity and those with direct decision-making powers. The parents clearly saw the needs of the children and did not recommend "repressive traditional" classroom practices.

Caveat No. 1 - Operational Problems

With reference once again to Minzey's (1974) article "Community Education - Another Perception," both coordination of services (discussed in a previous section) and community involvement are considered by Minzey to be process oriented, while the other components of community education deal mainly with programs. Minzey explains (1974:5) that:

After Community Education has been introduced into a school district, there seems to be an almost immediate and automatic development of Community Education up to a point and then the growth slows down and in some cases terminates.

The growth seems to continue through the joint use of facilities, the development of the regular academic program and the introduction of extra programs for children and adults. Blockage usually occurs with attempts to coordinate services and community involvement in decision-making. Minzey attributes the problem to school districts' unwillingness or inability to commit the additional staff and money needed to successfully introduce these components of community education.

However, others such as Whittier (1969) see conflicts arising with community involvement as representative of the old problem of innovation and change versus protection of vested interests. The schools are caught in a power play for control among teacher groups, central office personnel and community members. Gittell (1971) concurs with Whittier and goes one step further by saying that professional educators have become so deeply entrenched in their own bureaucratic system that they view innovation as a threat. She perceives the

present bureaucratic education system as being so strong that community schools may have to develop outside the existing system.

A significant amount of evidence is available to support Whittier's and Gittell's views. Davis (1974) surveyed seven advisory councils in the U.S. and found, first, that advisory councils were able to make effective changes only in the area of custodial services for children and, second, that the councils have a minimum effect on school decisions.

Gittell (Fantani et al., 1970; Gittell et al., 1972), was personally involved in the Bundy Report on decentralization of the N.Y. school system and the Ocean-Hill Brownsville experiment on community control (referred to previously). The report was finally shelved and the experiment discontinued in a great deal of controversy and publicity. The report and the experiment were defeated by great opposition from the New York Teachers' Union and people from the white sections of the city.

In the Los Angeles Unified School District, the Board of Education increased the autonomy of principals regarding decision-making, as well as mandating the establishment of a school-community advisory council for each school. A study by Jenkins (1974) analyzed these administrative changes and indicated that the principals saw themselves as the decision-makers and the advisory councils as representing community opinion and providing support for the principal, faculty and school. The councillors were not to be involved in decision-making. Principals were found to employ various strategies in order to control the council members so that the council members saw the principals as the legitimate decision-makers and themselves as being meaningfully

involved in decision-making.

Schafer (1972) reported another incident of an educational professional guarding the vested interest of decision-making. She wrote that the consultative community committee at Isaac Brock School did not succeed because the principal would not allow the committee members to make suggestions or recommendations. Schafer postulated that educators and laypeople are a long way from viewing schools as belonging to their communities, especially being controlled by democratically-chosen, representative local community school councils.

Caveat No. 2 - Public Opposition

Some people do not believe that community involvement in decision-making, even if properly accepted and implemented, will reap the benefits proposed by community school education. For example, Epstein (Fantani et al., 1970:174) wrote:

That the (Bundy Plan) fails to show how decentralization might actually affect the children and their teachers . . . is perhaps understandable, since (its) aim is largely political. But the pedagogical question remains, for it would be foolish to reorganize the system only to discover that this sort of tinkering made no difference at all; that no matter how the system is organized and no matter who got the jobs, the problems in the classroom would remain; that the real difficulty had lain in a different direction all along.

Some evidence supports the point of view that, generally, citizens are content with the management of the schools and school systems. Blizzard (1972), in a doctoral study, conducted telephone interviews with adults from a random sample of 200 households. His results indicated that the citizens think schools do a good job and are in agreement with school board divisions. Although the majority of citizens did not communicate or participate

in school related activities; they believed that it would be easy to communicate with the school system. The citizen's information was obtained from the mass media and they perceived it to be accurate. However, more information was wanted concerning the educational programs offered at the schools and the citizens thought that the school board should supply it.

Krug (1974) described community participation in decision-making in the Chicago school system where each school must have a school council and the councils have rather strong legislated powers. Although he concluded his article (based on his study of the Chicago system) by strongly supporting school councils, he reports that many people believe that the quality of school leadership has suffered in many instances because principals are fearful of antagonizing school councils. Apparently, although guidelines state that a "vacancy must exist" for the local council to nominate a new principal, many councils have decided to create a vacancy. For example, community pressure has removed approximately 20 principals in Chicago's area A from 1969-74. Samuel Dolnick, president of Chicago Principals' Association, said that the eleven members of the Chicago Board of Education "have abrogated their responsibilities to the most vocal segment of any local community" (Krug, 1974:44).

Following the same theme, Bard (1974) suggested that decentralization, in places like New York City, has not resulted in any concrete improvement in educational quality. He proposed that student welfare is often relegated to a lower priority status because of the political infighting among interest groups for decision-making power in the schools.

Perhaps, the major concerns of people are best summarized in the following questions proposed by Storm (1974). He claims that the community school movement has consistently evaded such political questions as "Who are the community?", "What different perceptions of 'the community' exist?", and "Whose perceptions win, in practice?"

Existing Plans for Community Involvement

This section will concentrate mostly on existing plans for community involvement in educational decision-making in Canada. Many plans for education involvement in the U.S.A. have been developed and implemented, but no mention will be made of these plans. If the reader is interested in the U.S.A., she/he is referred to Foundations of Community Education (Decker, 1972:59-75) for an account of community education's "mecca," the Flint community school program; and Community Education: A Developing Concept (Seay and Associates, 1974).

Canada appears to be at a recognition stage with respect to community involvement in decision-making. Corman (1975:36-42) states that in Canadian literature, there is little indication of local community control of education. However, many recommendations for more community control of schools are being made to provincial governments throughout Canada. This section will examine these recommendations.

Quebec. The first province in recent history attempting to increase community involvement in education at the local school level by governmental action was Quebec. In 1970, Bill 27 was introduced as "An Act respecting the regrouping and management of school boards" (Government of Quebec, 1970:607).

The Bill instructed each school principal to call a general meeting of the parents before October 15th of each year to establish a school committee. At this meeting, 7-25 members must be chosen for the committee. A teacher representative and the principal are included in the 7-25 members but are not afforded the right to vote or to be appointed chairperson. The chairperson is chosen by the school committee after the committee elections are completed.

It is interesting to note that the traditional administrative structure, i.e., the school board, is maintained. The school commissioners on the board are elected (as before) by basis of universal suffrage.

The school committee must meet at least once a month and their duties are as follows (Department of Education, Government of Quebec, 1972:11): 1) to ensure that community members are cognizant of the school's objectives, the manner of reaching these objectives and the opinions and suggestions of the parents concerning these objectives; 2) to be concerned with the pupil, searching to make school more "interesting, friendly and humane"; and 3) to make recommendations to improve the school's operation.

A second new organizational body, called the parents' committee, was constructed by Bill 27. There was to be one parents' committee for each school board, composed of the chairpersons of all school committees in the district. Their main duties, as written in Section 68 (Government of Quebec, 1972:674) are: 1) to ensure cooperation among school committees to facilitate operation; 2) to express the school committees' needs to the school board and, 3) to encourage parents to participate in all activities of the school board.

Nova Scotia. The Nova Scotia Royal Commission on Education, Public Services and Provincial-Municipal Relations (1974) has made strong recommendations to the Nova Scotia Provincial Government to allow more community participation in educational decision-making. The Commission calls for the school, rather than the school system, to become the basic unit of education.

The report suggests that each school should have a school council composed of: 1) the school principal, normally serving as secretary, 2) two elected representatives from the school staff, 3) three parents of students, elected at an annual meeting which is called by the regional board, and 4) three residents of the area, not necessarily parents, appointed by the regional board. A slightly different composition is recommended for councils of schools with feeder schools but space will not be taken here to describe this alternative in detail.

The Commission recommends that the councils be given a considerable amount of power in the educational decision-making process. For example, in choosing a principal for their school, the council will recommend three candidates from the applicants to the regional board, as well as indicating a first preference, if any. The regional board shall then appoint one of the three persons recommended.

Eleven regional boards of education are proposed. These boards will have the same boundaries as proposed new counties. Six

members of the board are to be elected, two are to be appointed by the county council from its members, one appointed by the teachers and one appointed by the school councils. The Minister of Education may appoint one or two additional members.

The school principal's tenure, under the Commission's recommendations, would be a term of seven years, with the first year being an "acting" principalship term. After seven years, reappointment should be on the advice of the council. Recommendations for termination of the principal's contract could occur at any time. The other professional and non-professional staff of the school would be hired by the regional board after consultation with the council and principal. However, the board has the sole authority to terminate contracts or transfer staff.

Other Commission recommendations relevant to community school education are that school councils should be consulted regarding the construction of schools; that all new school programs should be submitted by the principal to the council for approval; and, that the council must make an annual report to the regional board. In anticipation of disputes between the school councils and regional boards, the Royal Commission proposed the establishment of a Nova Scotia School Commission. This latter Commission would be independent of the Nova Scotia Department of Education and would have the responsibility and power to arbitrate and settle disputes between the regional boards and councils.

The Royal Commission also suggested that the school council should facilitate parental understanding and support of the school programs and ensure that the regional director and staff give all

available support to their school. A school council could declare their school a "community school" with the cooperation of the Continuing Education Department.

Ricker (1975:3) in discussing the viability of these proposals, wrote:

All of the contemporary concerns in education could thereby be responded to effectively while the one really big concern of government, fiscal control, was nailed down by the province. But the Commissioners were perhaps appalled by the possible anarchistic implications of their proposals. Thus the overall plan included the 'monitoring' school commission, and the regional bureaucratic control by means of a decentralized Departmental field office system. As the chairman of the Commission announced at a public meeting following the release of the report, this was not to be a plan for people to 'do their own thing'.

Ricker's summary was that it would be a long time before the Province of Nova Scotia moved on the report's recommendations (if at all). However, he predicted (p. 4) to "look for other provinces to show an interest in the general organizational design proposed by the Commission as a possible solution for the same set of problems."

Ontario. As mentioned in a previous section (p. 22), the Select Committee on the Utilization of Educational Facilities (1975) has recently published their final report and presented it to the Ontario Provincial Government. This report has 43 recommendations for joint use of educational facilities and resources. The following paraphrased recommendations relate to this section's discussions on community involvement.

Recommendation 14: School boards should "encourage and support" local resident participation in decisions affecting the use of surplus space in the school, the closing of a school and the disposal of a school building.

Recommendations 20 - 22: Local participation should be encouraged in such areas as curriculum development and planning of school facilities. This participation can be accomplished by the formation of a community council for which funds should be made available to meet operating expenses. (However, no guidelines are set down for the formation or responsibilities of these councils).

Recommendations 33, 37 and 38: Schools are encouraged to involve the community in the planning for curriculum development and implementation, school library and organization of the school year.

Recommendation 43: A lengthy recommendation is made for a Provincial Council on Open Education. The objectives for this council appear very broad and nebulous, making them difficult if not impossible for a council to handle. For example, Objective 1(a) is:

to serve the learning needs of those in Ontario who are not presently served by the existing institutions, by providing educational opportunities for those people wherever they may be and in whatever forms are most relevant to their situations.

Recommendation 43 reveals a curious dichotomy in the report. The formation of a council on a provincial basis would appear to run against the community education philosophy of local control. It would appear that most of the council's objectives could be, or already are, handled by the Department of Education.

In summary, many parts of the Final Report of the Select Committee appear too nebulous to allow operationalization of their recommendations. Their definition of community schools is not clear and many of their recommendations do not seem to indicate a definite

direction for the government to take in increasing community involvement. The most concrete part of the report is found in a reprint of an October 30, 1974, address by the Hon. Thomas L. Wells (Appendix A, p. 2). In this address the following six-point program was announced and was to begin immediately: 1) a Community Schools Unit of resource people would be formed; 2) financial backing for approved community school projects would be provided up to \$10,000/year for 1974-75 and 1975-76; 3) a practical handbook related to community schools would be produced; 4) school boards could classify their community use of school facilities in addition to other educational spending; 5) strong Governmental support would be provided for joint use of school and community facilities and 6) strong Governmental support for cooperation among community service agencies would be given.

Characteristics of a Successful Community Council

Of all the components of community school education, community participation has received the most research and study. Numerous suggestions have been made for both the formation of community councils and for establishing the parameters of responsibility for councils.

MacKenzie (1971) attempted to determine the characteristics of successful community councils. Using replies from 15 councils¹, he constructed a "model" council based upon the five most successful councils, the five least successful councils, a review of the literature, and interviews with personnel from the three most successful councils.

¹MacKenzie received only 15 replies from 38 councils.

He concluded that four characteristics appeared to be important with successful community councils; a degree of formality, i.e., regular monthly meetings, and written minutes; a program determined by the citizens rather than school district personnel; a close relationship between school staff members and council members; and, a harmonious relationship between the principal and the council.

Marlow (1969) advised that community council members must clearly understand their role and function. Consequently, he advocated that the following information should be readily available to each council member: function of the council; size of council membership; procedure for selecting and replacing members; term of office; relationship to other citizen's committees; channels of communication with the school board, principal, students and council members; type of assistance expected from the board; and, procedures for evaluating the committee's effectiveness.

Literature on community involvement indicates that the best sharing of decision-making is to place the majority of control in the hands of the local community council. Gittell (1970) states that local councils should be given a great deal of control over their school's personnel, budgets and curriculum. The building maintenance and salary components of the budget could be handled by the central office. The desire of community councils to have at least some control of important components (personnel, budgets and curriculum) is the most prominent characteristics of successful community councils. If a council does not believe that its work and efforts can actually affect the school program, interest and enthusiasm are quickly lost.

The final characteristic of a successful community council is that power and control of successful educational decision-making is always accompanied by responsibility and hard work. Gittell (1970) wrote that in the New York City demonstration project on community control (I.S. 201, Ocean Hill-Brownsville and Two Bridges) the local school council members spent from 24 - 40 hours/week on school business.

IV. RELEVANCE OF COMMUNITY SCHOOL EDUCATION TO EDUCATIONAL ADMINISTRATION

ROLE OF EXISTING EDUCATIONAL ADMINISTRATORS

Is it important for educational administrators (principals and superintendents) to be familiar with the concept of community school education and the positive and negative aspects of the community school education movement? According to Roberts (1976:F40) the answer to this question would appear to be affirmative. Even if an administrator is not convinced that community school education is a positive paradigm to use for school development, he or she should be familiar with the concept and the related literature in order to defend their position. Every educational administrator probably has or will be confronted by laypersons or staff with the idea of introducing community school education into the school and/or school system.

Administrators in community schools are called upon to schedule time and supervisory personnel for extra programs for children and adults; to assist the academic staff in obtaining money and time to plan field trips and in obtaining resource people to speak to their classes; to allow utilization of other community facilities during

school hours by individuals and classes of students; to work closely with other community agencies; to arrange for adults and/or children to use school facilities at night and during holidays and weekends; and finally, to encourage community members to participate in decision-making with respect to curriculum, budget and staffing. Stevens (1974:21) summarized the attitude required of administrators to work effectively in community school education when he wrote that principals of these schools would have to develop an "open, participating, democratic style of leadership that will place the school in an effective partnership with the community."

Burden and Whitt (1973:187) described, in diagrammatic form, the effect of community participation on the principal (Figure 2.2). As the amount of community involvement and decision-making increases, the amount of freedom possessed by the principal decreases and vice versa. Therefore, the principal of a school would have to adjust to the fact that shared decision-making, an important component of community school education, reduces his/her individual freedom to make decisions.

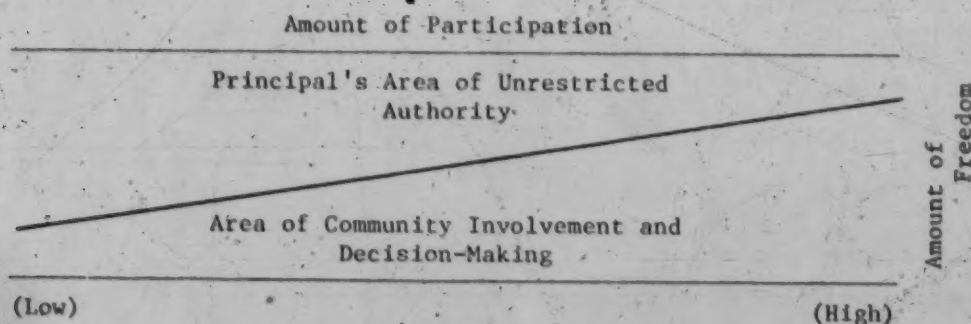


Figure 2.2

A Community Involvement Model for Schools
(Burden and Whitt, 1973:187)

Decker (1971) attempted to assess and document the consequences, as perceived by administrators, of adopting community education. He collected data from 11 regional community education center directors and 97 superintendents, each of whom were in a jurisdiction that had been involved in community education for 2 - 5 years. His findings indicated that both groups perceived the same consequences of community education. The highest ranked consequence was greater use of school facilities, and the lowest ranked consequence was that school libraries would become community libraries. Decker also found that the two major benefits of community education were identified as involvement and participation of citizens, and expansion of programs and services.

POLITICS

Maguire (1974) wrote that the future seems to hold more community control for individual schools and, consequently, the principal of the future should be aware of the social and political forces in the community and use them to the school's advantage. He continued by saying (p. 510) that:

. . . the principal who succeeds in the 1970's and 80's will be the one who can identify and work with the school community leadership as a result of professional training and structured experiences. .

There appears to be growing evidence that many educational administrators do not know their community's political issues and leaders. Kesl (1972) studied the perceptions of a sample of Florida school principals relative to the power structure in the communities they served. His findings indicated that principals were unable to

identify the community power structure and did not perceive the important community issues in the same priorities as did community leaders. None could name more than a few members of the power structure.

A similar result was found by Lindsay (1969) in a study using a sample of two large comprehensive schools towards the periphery of Glasgow, Scotland. She wrote (p. 117):

One headmaster described the parents wrongly as 'mostly unskilled' and in general the teachers had an impression that the parents were of a lower level of skill and intelligence, less appreciative of education and training than was in fact the case.

Havelock (1973:ix) suggested six goals that must be kept in mind when planning an innovation. One of these goals is to identify the innovators, those who will carry it through as well as the defenders and resisters of change. In community school education, community members would be involved in all innovations and, therefore, the administrators would have to know the community well enough to identify the innovators, those who would carry it through, and the defenders and resisters of change.

From a 1971 follow-up political study (original study was 1963) of two Florida Counties, Bedenbaugh, Nunnery and Kimbrough (1973) concluded that educational leaders should know their political community well. They drew the following three explicit suggestions for administrators from their study: become well informed of the local power system - through conscious and systematic effort; acknowledge that the operation of schools does not occur apart from the local political system and, therefore, develop and use your own power resources, be active in community affairs and develop organizational

and social relationships; and finally, have current knowledge of the civic beliefs held by various segments of the population.

COMMUNITY SCHOOL COORDINATOR

Hiemstra (1972:38) suggests that present school administrators cannot develop the components of community school education without additional administrative assistance. At the present time most community schools have, or would like to have, an additional "administrator," usually called the community school coordinator, to devote at least one-half of his/her time to bringing the school and the community closer together. In Alberta, this new position was described as follows (Card, 1975:v):

During the period 1972 to 1975, there has emerged rather abruptly in Alberta a relatively new role in Alberta schools and some other agencies. It is known as a community school coordinator or community education coordinator. The emergence of this role reflects to some degree a continent-wide movement to relate schools and educational processes more effectively to community life and problems.

More specifically, the community school coordinator should identify community needs, find leaders for programs and coordinate community and school programs (Education B.C., 1971). Becker (1972) attempted to isolate the important variables for a successful community school coordinator in carrying out these responsibilities. He surveyed central office administrators, principals, teachers and community school coordinators, and found three characteristics that were important for a community school coordinator to possess: positive job attitude, leadership skills and managerial skills.

Blue (1970) studied the role of the community coordinator in Flint, Michigan as perceived by the coordinator, parents, teachers

and principals. He suggested the following implications: different expectations should be developed for coordinators that teach part-time and those who have no teaching responsibilities; these expectations should be communicated throughout the system; community school coordinators should be cognizant of reference groups which may influence their position with respect to the power of each group and possible differences opinion; the role expectations for the coordinator should be clear to all reference groups; and, finally, coordinators and teachers need to develop good communication.

Walker (1971) adapted Halpin's Leadership Behavior Description Questionnaire and, his own, "form for effectiveness." His findings indicated that community school coordinators were classified as both high and low in effectiveness (no significant differences) as related to the 16 personality traits. Therefore, little association was found between personality traits and the dimension of effectiveness.

A new administration position, the community school coordinator, is important for the successful operation of a community school. However, much more study of this position and preparation of people to fill such a position should be accomplished.

V. SUMMARY

"Community school education" denotes people working in, or from, a school under the principles of community education. Of the three paradigms of community school education discussed, Minzey's six component paradigm was the most comprehensive. The goals of community school education are broad, ranging from developing means of evaluating

programs to developing unity in the neighborhood. Generally the development of community school education provides for an increase in community involvement in decision-making, an increase in the utilization of community, human and physical resources, a coordination of community services and an increase in programs relevant to community members.

British Columbia educators were the first to introduce and promote community school education in Canada. Queen Mary Elementary School in Vancouver was, according to the literature, the first Canadian community school. The components of community school education have been supported by major governmental reports in Ontario, Quebec, Alberta and Nova Scotia.

Community school education advocates place importance on the regular (academic) school programs, wishing to have these programs more closely related to life in the community than is presently the case, and available to all, regardless of age. Emphasis is also placed on providing additional programs for children and adults.

The coordination of community services involves school personnel developing a close working relationship with other community agencies to avoid duplication and/or lack of services.

Community involvement in educational decision-making is an important dimension of all community school education paradigms. This dimension is difficult to implement and usually creates a great amount of controversy between educators and laypersons.

Many administrative problems develop from an increase in community involvement, programs and coordination of services. A new

administrative position, the community school coordinator, has emerged to help solve these problems.

Chapter 3

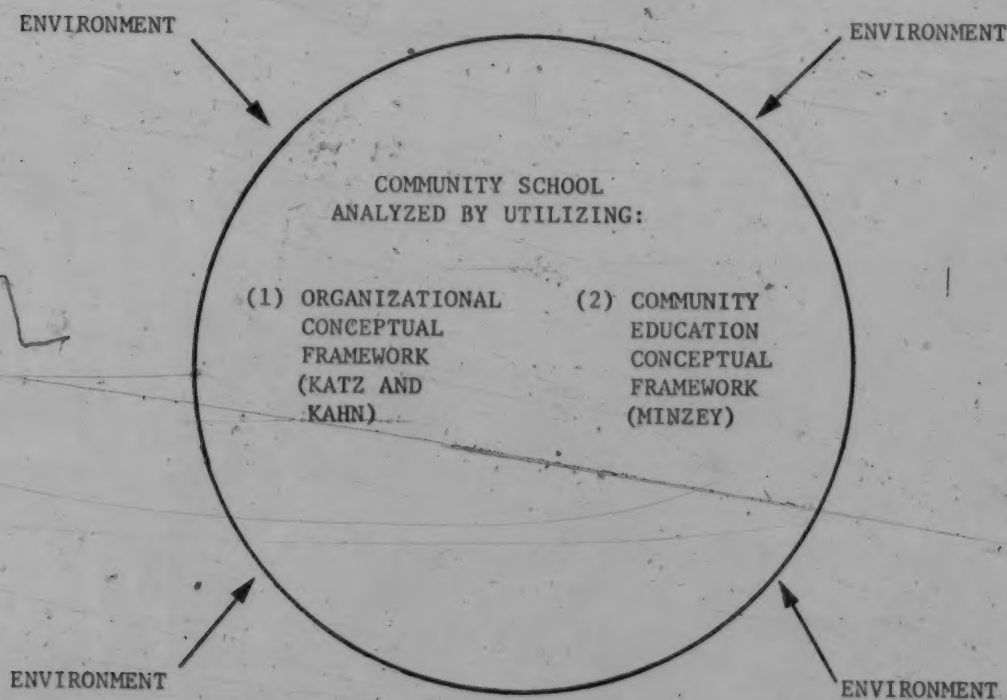
RESEARCH DESIGN AND METHODOLOGY

CONCEPTUAL FRAMEWORK

The conceptual framework of this study on community schools draws from the facts of organizational functioning as outlined by Katz and Kahn (1966:39-44), the six basic components of community education as proposed by Minzey (1974) and important environmental conditions of organizations as presented by Hall (1972:297-322). Katz and Kahn's five basic subsystems were used to analyze the community schools as organizations. Minzey's components were used to rate the school's programs and activities to the degree that they resemble community school education programs and to assist in identifying characteristics in Katz and Kahn's subsystems that are peculiar to community schools. Hall's outline was utilized to detect if environmental conditions were important factors in the development of a community school. See Figure 3.1 for a diagrammatical presentation of the study's conceptual framework.

Social Organizations

Katz and Kahn (1966:30) devote the third chapter of their book The Social Psychology of Organizations, to defining characteristics of social organizations. In this study, schools have been treated as social organizations and analyzed in relation to Katz and Kahn's conceptual framework.

KATZ AND KAHNOrganizational Subsystems

1. Production
2. Supportive
3. Maintenance
4. Adaptive
5. Managerial

MINZEYCommunity Education

1. P-12 program
2. Joint use of school and community facilities
3. Additional programs for school age children
4. Programs for adults
5. Delivery and co-ordination of community services
6. Community involvement

HALLEnvironmentGeneral Conditions

1. Technology
2. Legal
3. Political
4. Economic
5. Demographic
6. Cultural

Figure 3.1

Conceptual Framework

Katz and Kahn describe the facts of organizational functioning by developing five basic subsystems; Production, Supportive, Maintenance, Adaptive and Managerial. Each of these subsystems are described in more detail below.

Production Subsystems. These subsystems describe the throughput of the organization. Activities usually occur in a cyclical pattern and constitute the major functions of the system. Many classification systems utilize the production subsystem as the main criterion for arranging organizations. For example, the major production (through-put) activity in most schools is the teaching-learning process. This activity would include all those processes directly related to fostering the learning environment, such as the type of student-teacher classroom interaction and field trips.

Four of Minzey's components of community education have been used to outline parts of the production subsystems that are reputed to be emphasized in community schools. These four components are, P-12 program, joint use of school and community facilities, additional programs for youth, and programs for adults.

The production subsystems are so important to the functioning of a social organization, that all of the other subsystems are affected by them. The other subsystems are, in fact, supportive of these production subsystems.

Supportive Subsystems. These subsystems are involved with obtaining the organizational input, disposing of the output or, at least, assisting in these activities. In the school setting, these subsystems would include the mechanisms developed for assessing the

needs of the school for financial, personnel and physical resources; acting to obtain these resources; and deciding on the allocation of resources to various parts of the organization (Miklos et al., 1971:7).

In a school system the Board of Trustees will be involved in these activities. In a community school many of these decisions should be made at the local school level by the school staff and a community council. This study has looked at Minzey's community school education component termed "community involvement," to outline characteristics of the supportive subsystems emphasized in community schools.

Maintenance Subsystems. The activities involved in these subsystems are directed at the equipment utilized for obtaining the end product. In social organizations, the most important "equipment" is the human being and, in schools, concern is with the teachers, students administrative staff, paraprofessionals, janitors and volunteer help. Katz and Kahn (1966:40) say that these subsystems are involved with "recruitment, indoctrination, socialization, rewarding and sanctioning." Therefore, these subsystems are interested in morale; and, some of the concerns in a school would be identification of the participants with the graduating students; satisfaction with the work; prestige and status attached to the position and opportunity for participation in decision-making.

Adaptive Subsystems. Katz and Kahn suggest that the adaptive subsystems face outward from the organization while the other subsystems face inward toward the organization. Their major function is to ascertain external changes in the community's (client's) cultural norms and values, and financial and political moods. They facilitate

adaption to changing conditions and assist in the improvement of the operation. Minzey's community education component of "Delivery and Coordination of Community Services" was used in this study to outline some of the characteristics of the adaptive subsystem of community schools.

Miklos et al. (1971:10) suggests that evaluation, curriculum revision and inservice education are specific activities used by schools and school systems for adapting to changing conditions. In addition to these activities, the principal, teachers, the school trustees and community school councils should be important parts of adaptive subsystems, if they encourage long range planning, research and development.

Managerial Subsystems. These subsystems include the activities utilized to control, coordinate and direct the many subsystems of the organization. The tasks of the subsystems are usually accomplished by forming rules and policy concerning the physical plant operations, behavioral conduct of personnel, financial resources and the effective use of equipment and materials.

Katz and Kahn cite two major types of managerial subsystems; regulatory mechanisms and authority structure.

The first subsystem, regulatory mechanisms, provides feedback to the system concerning the ratio of output to input. The process of education is so complex that educators have found difficulty in defining output and input and in finding a common denominator between the output and the input so that a comparison can be made. However, inputs are usually measured in teacher-pupil ratios, quality of teachers employed,

or expenditures per pupil, while outputs are measured in the percentage of student dropouts, the school's placement on standardized intelligence tests or grade placement tests, the number of discipline problems and/or the turnover in staff.

The second subsystem, authority structure, indicates how the managerial system is organized in relation to the source of decision-making and the manner in which the decisions are implemented. As Katz and Kahn point out, every democratic system has both an executive system and a separate legislative system.

Community schools, as identified in the literature, have a broader base for decision-making than non-community schools as well as a more local representation in their legislative system. In addition, their regulatory mechanisms (especially outputs) are different from the non-community schools. The outputs are measured more in relation to coping with community life than with academic subjects.

Community Education

The second portion of the conceptual framework used in this study deals with the basic components necessary to community education programs as outlined by Minzey (1974). Minzey lists the following six components as being essential to an effective community education program.

Educational program for school age children. This component of community education is already available and operating in all public schools. It is included in the basic component, so that the 1-12 program is seen in its proper perspective, i.e. as a vital part of community education. Too often community educators leave the

regular school program out of their definition of community education. However, it is also important to remember that this "regular" school program is only a portion of the total package of community education.

The major change to be made to the regular school curriculum, in relation to community education, is to make the curriculum more community based and relevant to everyday living. This could be accomplished by including work experience projects in every child's timetable; by having guest lecturers from the community speak, on a frequent and regular basis, to the children in their classroom; and, by designing textbooks and class assignments to reflect the local community.

Joint use of school and community facilities. This component of community education involved the use of the school buildings by the community members during the day, on weekends, at night and during school holidays. In addition, this component includes the use of community facilities by the school staff and students, e.g. community swimming pool or rink.

Additional programs for school age children and youth. Included in this aspect of community education are programs designed and executed for school age children before and after school hours, on weekends and during holidays. The activities could include enrichment, remedial and supplemental educational programs, as well as recreational, cultural and avocational programs.

Programs for adults. The community education concept also includes programs for the adults in the community. The student body,

in this instance, is perceived as all of the people who reside in the community served by the school, regardless of age. Programs, similar to those described above for school age children and youth, should be available for the adults. In addition, the adults should be free to participate in the regular academic day program.

Delivery and coordination of community services. "The key role of the schools is catalytic and the school would not provide programs or services which are already provided or capable of being provided by other agencies" (Minzey, 1974:2).

Communities usually have an abundance of services. However, a lack of coordination of these services usually gives the impression that more money and manpower are needed. One of the basic goals of community education is to coordinate existing services of the community before new or expanded programs are started.

Community involvement. The final component in Minzey's community education conceptual framework is effective community involvement. The community members must be involved in important decision-making in all aspects of the community education program. This is usually accomplished by the formation of community councils composed of representatives from as many sectors of the community as possible; for example, students, senior citizens, parents, business persons, teachers, the unemployed, etc. It is important that these people be involved in important decision-making, not in trivial decisions as given to the PTA's of the past.

Environment

Hall's (1972:297-324) description of environmental conditions that appear to have important influences on organizations, is the third and final portion of the conceptual framework utilized in this study. Hall broadly categorizes these conditions as general or specific. The general conditions are of concern to all organizations, while the specific conditions deal with such factors as interactions with specific organizations or individuals, peculiar to the case at hand. Because of the relatively large number of schools in this study, only the general conditions are utilized.

Hall's framework is being used to see if the general environmental conditions assist in describing the development of a community school. It seems reasonable to assume that since a community school is designed to serve and be sensitive to the totality of external influences from a community, their environmental influences would bear heavily on their development.

General Conditions

Hall lists six general environmental conditions as discussed below.

Technology. Drawing on the ideas of researchers such as Lawrence and Lorsch, and Perrow, Hall suggests that the technological environment would influence the structure of an organization.

Unfortunately, because of the amount of time needed to complete the other portions of this study, the technology aspect could not be

dealt with extensively. However, an attempt was made to determine if Lawrence and Lorsch's insights into technology have a bearing upon the development of a successful community school.

The technology of the school and community was analyzed with respect to Lawrence and Lorsch's (1967) differentiation and integration of school departments and community organizations. For example, how highly differentiated is the school with respect to community education staff and other professional staff and yet what provision is made for integration of these persons, such as a plan for effective communication?

Lawrence and Lorsch found that in each industry, the high performing organizations achieved more effective integration among their highly differentiated departments than did their less effective competitors. They found four ways to achieve better integration: design the organizational hierarchy for effective communication; appoint individual coordinators; involve cross unit teams; and develop entire departments of integrators.

Legal conditions. These conditions deal with the legal aspects that are part of the school's surroundings. Of interest here are the rules and regulations that have helped promote the community school idea and/or have hindered the development of the community school.

Political conditions. The political conditions of importance to organizations usually revolve around pressure groups or individuals. This section will deal with the pressure groups or individuals influential in the promotion or retardation of the community school concept.

Economic conditions. Hall (1972:302) wrote: "A societal condition that is most obvious, but again strangely neglected by most sociologists, is the state of the economy in which the organization is operating." This condition directs attention to the economic level of the neighborhood served by the community school.

Demographic conditions. The demographic conditions of the community should be important to the type and degree of development of a community school. The number of possible clients and their age, sex, race, religion and ethnicity seem to be important factors for organizations.

Cultural conditions. Hall (1972:305) says: "... the culture permeates the organizational boundaries through the expectations, and actions of the personnel. Norms and behaviors that work in one setting are likely to be ineffective or even counterproductive in another."

Therefore, culture seems to have a major impact on the way an organization operates. Hall also points to research which indicates that culture and technology are linked. Apparently, the more routine and standardized the technology, the less the impact of cultural factors.

SAMPLE

Population of community schools. The first sub-problem of this study, as stated on page four, used the entire population of

community schools in Alberta, as identified by the 114 superintendents of schools in the Province. Ninety-four out of 1282 schools were identified as community schools. To each of these community schools was sent a School-Community Questionnaire (SCQ), as shown in Appendix A, to be completed by the principal and returned to the researcher.

Sample - community schools. For sub-problems two and three (p. 5), a sample of community schools was drawn from the 83 schools that returned a completed SCQ.

The SCQ was designed to yield a total score for each school indicating the degree to which the school's programs and activities resembled a hypothetical "model" community school. A score was obtained for each of the schools that returned a completed SCQ. The 20 schools that scored the highest on the SCQ's were taken as the community school sample for sub-problems two and three.

Sample - comparison schools. As portions of this study were designed to compare community schools with schools that were not attempting to develop community school education, comparison schools were needed. These comparison schools were selected in the following manner.

Using a random digits table (Minium, 1970:454), 30 schools were selected from all schools in Alberta not identified by the superintendents as community schools. Two experts on Alberta schools¹ were asked to match 10 comparison schools from these 30 schools, to the 10 schools

¹The experts were Dr. B.L. Stringham and Dr. M.R. Fenske, Director and Associate Director, respectively, of the Field Services Branch, Alberta Education.

that scored the highest on the SCQ. The schools were matched on the following variables; socio-economic level and cultural background of the community served by schools; grade levels in schools; number of teachers employed in schools; and environmental setting of schools (urban or rural).

Final school sample. After the 20 community schools and 10 comparison schools had been chosen, the superintendents of jurisdictions with one or more of these schools were contacted to obtain permission to write directly to the schools. Every superintendent, except one, granted permission to contact the schools and each of the schools written (see letter re: permission, Appendix A) participated in the study. The one jurisdiction that did not grant permission, had two comparison schools and one community school from the sample. Because this jurisdiction delayed so long in answering, the one community school was dropped from the sample (it was not in the top ten community schools) and the two comparison schools were replaced by other randomly selected, matched schools.

One other community school (also not in the top ten matched schools) was dropped from the study because of a poor questionnaire return. Therefore, the final sample utilized for data analysis was composed of 18 community schools and 10 comparison schools.

Teachers' Questionnaire - sample. The sample utilized for the Teachers' Questionnaire (TQ), as shown in Appendix C, was composed of each teacher in the 18 community schools and 10 comparison schools. However, if the school had more than 40 teachers, a random digits table (Minium, 1970:454) was used to select forty staff members to

complete the questionnaire. The total sample was composed of 663 teachers.

Community Members' Questionnaire - sample. The sample used for the Community Members' Questionnaire (CMQ), presented in Appendix D, was composed of 40 parents of school children from each school plus 40 community members in each school's community. Forty randomly selected students from each school were asked by the principal to each take two CMQ's home, and give one CMQ to one of their parents and the other CMQ to a neighbor not having a child in the school from which the CMQ came. The students collected the CMQ's after they were completed, returning them to the school principal. The total sample was composed of 2240 community members.

Student interview - sample. Three students from each school were interviewed. The principal of each school was asked to choose three students from the upper grades of the school who were of average academic ability and socially acceptable to their peers. If the school had a students' council, the principal was asked to include the student's council president in the sample of three students.

INSTRUMENTATION

School-Community Questionnaire

The School-Community Questionnaire (SCQ), as shown in Appendix A, was developed by the researcher from the literature reviewed. The framework for the Questionnaire was taken from Minzey's (1974) six major components of community education; i.e. 1-12 program, joint use of school and community facilities; additional programs for school

age children; programs for adults; delivery and coordination of community services; and community involvement.

A seventh component, administration, was added by this researcher because much of the recent literature suggests that community school education cannot be pursued with great vigor or success without sufficient funds, and an administrator or coordinator spending a considerable amount of time promoting community school relations.

Since the SCQ was used to identify the degree to which a school had developed the community school education concept, a quantitative aspect was built into the SCQ. Consequently, the Questionnaire was designed so that a hypothetical model school would score four points on each section and 28 points for the total SCQ. These scoring procedures reflected the literature findings and the researcher's personal experience in schools. A higher score than 28 points was possible on the SCQ. See Appendix F for a detailed description of the scoring procedure for the SCQ.

Goals of Community Education

The final section of the SCQ involves 13 questions concerning goals of community school education. The questions were designed from the goals referred to in "The Review of the Literature" section (p. 17). These same goals are a part of the Teachers' Questionnaire and the Community Members' Questionnaire, and were used to compare community schools to comparison schools.

Teachers' Questionnaire

The Teachers' Questionnaire (TQ; Appendix C) was designed to collect information from teachers for the production subsystems

of community schools, by concentrating on the teaching-learning process (the "1-12 programs" component of community school education); the supportive subsystems of a community school by directing attention to the "community involvement" component of community school education, or more specifically, to the control of the school; the maintenance subsystems, by analyzing teacher satisfaction and prestige; and, the goals of education. An explanation of these four TQ information sources is given in Appendix G.

Community Members' Questionnaire

The Community Members' Questionnaire (CMQ; see Appendix D) has three major sections or questions. Question 1 was constructed to distinguish if the respondent had a member of his/her immediate family attending the school from which the CMQ came. The second question on control was identical to Question 5 of the TQ and the reader is referred to the discussion of this question in relation to the TQ (Appendix G). The third question of the CMQ, dealing with the goals of community school education, was identical to both Question 7 of the TQ and Question 8 of the SCQ. The reader is referred to the discussion of these goals with respect to the SCQ (p. 76) if further information is required.

Interviews

The interviews were designed to provide supplementary material to that gathered from the SCQ, TQ and CMQ.

Principal interview. The principal's interview schedule (PI; Appendix E) was developed directly from the conceptual framework with

particular reference to Katz and Kahn's organizational subsystems and Hall's environmental components. The PI was of a scheduled standardized form with questions of the open variety (Richardson, et al. 1965:36,147).

Student interview. The student interview schedule SI; Appendix E) was developed mainly from the components of community school education as presented in the Conceptual Framework Section (p. 67) of this study. Similar to the PI, the SI was a scheduled standardized form with open questions.

VALIDITY AND RELIABILITY

Runkel and McGrath (1972:152) wrote:

The question of validity is the question of goodness of mapping (correspondence) between concept and operation. The validity question asks, in effect, whether the measure used in the operational definition is 'truly' a measure of the corresponding property as conceptually defined.

To test the validity of the SCQ, TQ and CMQ, 15 graduate students in the Department of Educational Administration and four professors, all from the University of Alberta, read and commented on the validity, clarity and ambiguity of the questions. The two interview schedules were read and received comments from two graduate students and one professor in the Department of Educational Administration, University of Alberta.

Runkel and McGrath (1972:152) suggest that reliability is the dependability of an instrument to produce the same value in "repeated independent assessments" of the same subject. No formal tests of reliability were used, such as test-retest. However, during the interviews the principals were asked randomly selected questions from

the SCQ and their answers were compared with their written responses given previously on the SCQ's. Very little variance was found between the pairs of responses to the questions.

DATA COLLECTION

In September, 1975, a letter from Alberta Education was sent to each of the 114 Alberta superintendents (Appendix A) asking for names and addresses of schools in their jurisdiction which they perceived as "community schools." Mention was made that no criteria for "community schools" were given because a portion of the study was to determine the characteristics of Alberta's community schools.

When a reply was not received from a superintendent, the person was phoned. In this way a reply was received from all superintendents.

In December, 1975, the principals of the identified community schools were sent a SCQ and a letter (Appendix A) asking them to complete the SCQ. When a completed questionnaire was not received from a principal, the person was phoned.

The 19 community schools and 10 comparison schools were personally visited by the researcher during February and March of 1976. While the researcher was at each school, the principal and students were interviewed and the TQ's, CMQ's and SCQ¹ were left with the principal. The principal of each school had the questionnaires distributed and returned by mail to the researcher. The information from the interviews was written on the interview schedules by the researcher during the interview.

¹The SCQ for only the comparison schools.

TREATMENT OF THE DATA

All data from the SCQ's, TQ's and CMQ's were coded and written on computer data punching forms. Then computer cards were punched and verified by a trained key-punch operator.

The interview data were subjected to content analysis (Holsti, 1969), and coded and collated under each item referred to in the interview schedules. The data were transferred to individual master sheets for each question.

The interview data were described by utilizing percentages and frequencies. The questionnaire variables were analyzed with the assistance of t-tests and F-tests. Whenever the F-ratio was significant, this test was followed by the Scheffé method of testing for significant differences between pairs of means. The a priori level of significance for all tests was set at .05 (two-tailed). Statistical tests of significance were not used on the interview data because these data were nominal variables.

Chapter 4

ANALYSIS OF DATA

I. INTRODUCTION

This chapter presents the analysis of the data in four major sections. The first section describes the sample size and percentage return of the questionnaires. Each of the other three sections commences with a sub-problem and then describes the data relevant to the sub-problem. The chapter concludes with a brief summary.

II. SAMPLE SIZE AND QUESTIONNAIRE RETURN

Three questionnaires were used to gather data for the study. The School-Community Questionnaire (SCQ) was sent to the principals of ninety-four community schools; eighty-three of these SCQ's (89.2 percent) were completed and returned. SCQ's were also given to ten principals of comparison schools and all of these questionnaires were returned.

The sample size and percentage return of the other two questionnaires, Teachers' Questionnaire (TQ) and Community Members' Questionnaire (CMQ), are presented in Table 4.1. The total sample of teachers in the first group of community schools (1-10) and the second group of community schools (11-18) numbered 204 and 228 respectively. Eighty percent of the teachers from community schools (1-10) and 65.4 percent of the teachers from community schools (11-18) returned a

Table 4.1
Sample Size and Percentage Return
of TQ and CMQ

Type of School	TQ			CMQ		
	Sample (n)	Return Number	%	Sample (n)	Return Number	%
<u>Community Schools</u>						
1.	30	21	70.0	80	30	37.5
2.	20	15	75.0	80	45	56.3
3.	6	6	100.0	80	55	68.8
4.	6	6	100.0	80	42	52.5
5.	29	15	51.7	80	61	76.3
6.	18	15	83.3	80	19	23.8
7.	34	33	97.0	80	58	72.5
8.	12	12	100.0	80	32	40.0
9.	32	24	75.0	80	60	75.0
10.	17	17	100.0	80	62	77.3
Total	204	164	80.0	800	464	58.0
11.	26	12	46.2	80	15	18.8
12.	36	17	47.2	80	26	32.5
13.	27	22	81.5	80	67	83.6
14.	36	28	77.8	80	73	91.0
15.	35	21	60.0	80	40	50.0
16.	15	11	73.3	80	17	22.3
17.	13	13	100.0	80	41	51.3
18.	40	25	62.5	80	38	47.5
Total	228	149	65.4	640	317	49.5
<u>Comparison Schools</u>						
1.	30	12	40.0	80	46	57.5
2.	16	13	81.3	80	31	38.8
3.	12	8	66.6	80	13	16.3
4.	11	8	72.7	80	10	12.5
5.	31	22	71.0	80	54	67.5
6.	21	15	71.4	80	30	37.5
7.	34	19	55.9	80	31	38.4
8.	18	8	44.4	80	17	21.3
9.	29	20	69.0	80	41	51.3
10.	29	24	82.8	80	56	70.0
Total	231	149	64.5	800	329	41.1

completed TQ. For the comparison schools, 64.5 percent of the 231 teachers completed and returned a TQ.

Fifty-eight percent of the 800 community members given a CMQ, in the districts of community schools (1-10), returned a completed questionnaire. The community members from the districts of the community schools (11-18) and the comparison schools returned, respectively, 49.5 percent of 640 questionnaires and 41.1 percent of 800 questionnaires.

III. ANALYSIS OF DATA FOR SUB-PROBLEM ONE

Sub-problem one. How many community schools are presently operating in Alberta? To what degree are the components of community school education developed in their programs?

Data were gathered for this sub-problem from the replies to a letter (Appendix A) sent to each Alberta school superintendent and the copies of the SCQ completed by the principals of community schools.

Superintendent's Letter

From the replies to the letter (Appendix A) sent in September, 1975 to each of the 114 Alberta school superintendents, 94 schools were identified as community schools. A SCQ was sent to each of these community schools to be completed by the principal and returned to the researcher.

School-Community Questionnaire

Eighty-three of the 94 principals receiving a SCQ returned a completed questionnaire. The data obtained from the SCQ's are presented in Table 4.2 for each of the community school education components. Table 4.2 also gives scores for the hypothetical model community school (see Appendix F) on each of the seven community school education components.

Table 4.2

Mean Scores on Community School Education Components
for Alberta Community Schools

Community School Education Components	Mean Score	Score for Hypothetical Model Community School
1) Educational program for school age children	2.3	4.0
2) Joint use of school and community facilities	1.7	4.0
3) Additional programs for school age children and youth	2.6	4.0
4) Programs for adults	1.0	4.0
5) Delivery and coordination of community services	3.4	4.0
6) Community involvement	1.2	4.0
7) Administration	1.6	4.0
TOTAL	13.8	28.0

The most highly developed community school education component in Alberta community schools was Delivery and Coordination of Community Services, with a mean score of 3.4 points. According to the SCQ's scores, the rank order of the community school education components, as developed in Alberta community schools, was: (1) Additional Programs for School Age Children and Youth (2.6 points); (2) Educational Program for School Age Children (2.3 points); (3) Joint Use of School-Community Facilities (1.7 points); (4) Administration (1.6 points); (5) Community Involvement (1.2) points; and (6) Programs for Adults (1.0 points).

The hypothetical model community school scored four points on each of the community school education dimensions and, therefore, accumulated a total score of 28.0 points. The Alberta community schools' mean total score was 13.8 points.

IV. ANALYSIS OF DATA FOR SUB-PROBLEM TWO

Sub-problem two. What are the organizational characteristics that are descriptive of community schools and, in relation to comparison schools, how prevalent and accepted (by teachers, students and community members) are these characteristics in the community schools of Alberta?

The analysis of data for sub-problem two is discussed under the five subsystems of organization as developed by Katz and Kahn (1966: 39-44) and outlined in Chapter 3. Data were gathered from the 18 community schools that scored the highest on the SCQ's and 10 comparison schools.

PRODUCTION SUBSYSTEMS

To facilitate the analysis and reporting of this data, four of Minzey's components of community school education were used as focal points for the study of the production subsystems. The components are: (1) Educational Programs for School Age Children; (2) Joint Use of School and Community Facilities; (3) Additional Programs for School Age Children; and (4) Programs for Adults.

Educational Programs for School Age Children

SCQ, community school education component one. The scores for the first community school education component, Educational Programs for School Age Children, are presented in Table 4.3. These scores were obtained from the administrators' SCQ's.

The scores for community schools (1-10) ranged from a low of 2.37 points to a high of 4.00 points, and the mean score for these 10 schools was 2.96 points. The comparison schools' scores ranged from a low of 1.00 point to a high of 2.97 points, with a mean score of 2.19 points. The eight schools in community schools (11-18) had a low score of 2.07 points, a high score of 3.06 points and a mean score of 2.63 points. The hypothetical model community school was assigned four points on this community school education component.

Utilizing a t-test, a significant difference at the 0.01 probability level (two-tailed) was found between the mean scores of the community schools (1-10) and the comparison schools. No significant difference was found, using another t-test, between the mean scores

Table 4.3

Scores for Community School Education Component
Number One¹ from Administrators' SCQ's

Community Schools	Component One Scores	Comparison Schools	Component One Scores
1.	2.98	1.	2.04
2.	3.92	2.	2.37
3.	4.00	3.	2.52
4.	2.60	4.	2.33
5.	3.37	5.	2.00
6.	3.07	6.	2.97
7.	2.37	7.	2.04
8.	3.00	8.	1.00
9.	2.64	9.	2.33
10.	2.63	10.	2.33
Mean (X_1)	2.96	Mean (X_2)	2.19
11.	3.02		
12.	2.89		
13.	2.71		
14.	2.48		
15.	2.07		
16.	3.06		
17.	2.10		
18.	2.68		
Mean (X_3)	2.63		
		t-ratio	p
			(two-tailed)
	X_1 and X_2	3.14	0.01
	X_1 and X_3	1.38	0.18
			Significance
			S
			NS

¹Component One: Educational Program for School Age Children

for community schools (1-10) and community schools (11-18).

TQ; percentages of community-based activities. The percentage of class time that teachers involve students in community-based activities per week was calculated from the TQ's by dividing the answers for Question 2¹ by the answer for Question 1² and multiplying by 100. These percentages are presented in Table 4.4.

The community schools (1-10) had low and high percentage scores of 1.33 and 11.61 percent, and a mean of 5.60 percent. The comparison schools' mean was 4.53 percent, and their low and high scores were 0.87 percent and 5.85 percent. The mean of the community schools (11-18) was 5.58 percent, and the scores ranged from 3.32 percent to 11.40 percent.

T-tests were utilized to compare the means of the community schools (1-10) to the comparison schools' mean and the mean of the community schools (11-18). No significant differences were found in either comparison at the 0.05 probability level (two-tailed).

TQ; classroom activities related to community. Scores were obtained on the percentage of classroom activities related to the

¹How many hours per week are you formally assigned to teach? hours/week ____

²On the average, how many hours of class time per week are your students involved in community-based activities? e.g. field trips, individual community projects, etc. hours/week ____

Table 4.4

Percentages¹ of Class Time Teachers Involve Students
in Community-Based Activities Per Week

Community Schools	Mean Percentage of Community-Based Activities/Week	Comparison Schools	Mean Percentage of Community-Based Activities/Week
1.	7.35	1.	3.09
2.	4.23	2.	4.38
3.	8.33	3.	4.63
4.	1.33	4.	0.87
5.	6.07	5.	3.78
6.	11.61	6.	3.09
7.	5.25	7.	4.80
8.	5.38	8.	4.42
9.	4.70	9.	2.60
10.	1.72	10.	5.85
Total (X ₁)	5.60	Total (X ₂)	4.53
11.	6.24		
12.	5.69		
13.	4.12		
14.	6.59		
15.	3.32		
16.	3.72		
17.	3.52		
18.	11.40		
Total (X ₃)	5.58		

	t-ratio	p (two-tailed)	Significance
X ₁ and X ₂	1.63	0.11	NS
X ₁ and X ₃	-0.25	0.80	NS

¹TQ Question 1: How many hours per week are you
formally assigned to teach? hours/week

²TQ Question 2: On the average, how many hours of class
time per week are your students involved in community-based
activities? e.g. field trips, individual community
projects, etc. hours/week

Percentages were obtained by dividing the answers for Question
2 by the answers for Question 1 and multiplying by 100.

schools' immediate community, as indicated by the teachers on the TQ: Question 3. These scores¹ are reported in Table 4.5.

The lowest individual mean score for the community schools (1-10) was 0.87 and the highest individual mean score was 2.93, while the total mean score for the ten schools was 1.69. The comparison schools had a total mean score of 1.71, with the lowest individual mean for the ten schools being 0.80 and the highest individual mean being 4.31. The community schools (11-18) had a total mean score for the eight schools of 1.78, with individual low and high mean scores of 1.05 and 3.64.

The three total mean scores each indicated that 1-10 percent of classroom activities were related to the schools' immediate communities. Using a t-test, no significant differences at the 0.05 probability level (two-tailed) were found between the mean scores of the community schools (1-10) and the comparison schools, or the mean scores of the community schools (1-10) and the community schools (11-18).

Resource people. Question 4 of the TQ gathered data on the number of resource people utilized by a teacher per month. The mean numbers of resource people per teacher participating in class activities per month are presented in Table 4.6.

¹The percentage of classroom activities was scored as follows from TQ: Question 3:

0 - 0%	4 - 31 - 40%
1 - 1 - 10%	5 - 41 - 50%
2 - 11 - 20%	6 - over 50%
3 - 21 - 30%	

Table 4.5

Mean Scores¹ on Classroom Activities Related to
the School's Immediate Community

Community Schools	Mean Scores on Classroom Activities Related to Community	Comparison Schools	Mean Scores on Classroom Activities Related to Community
1.	2.19	1.	2.17
2.	0.87	2.	4.31
3.	1.50	3.	2.25
4.	2.67	4.	0.88
5.	1.53	5.	1.68
6.	2.93	6.	0.80
7.	1.61	7.	1.32
8.	1.42	8.	1.87
9.	1.11	9.	1.10
10.	1.71	10.	1.54
Total (X ₁)	1.69	Total (X ₂)	1.71
11.	1.50		
12.	1.29		
13.	1.05		
14.	1.61		
15.	1.61		
16.	3.64		
17.	1.23		
18.	2.68		
Total (X ₃)	1.78		

	t-ratio	p (two-tailed)	Significance
X ₁ and X ₂	-0.12	0.91	NS
X ₁ and X ₃	-0.49	0.63	NS

¹The Percentage of Classroom activities was scored as follows
from the TQ Question 3:

What percentage of your classroom activities (curriculum,
in the broad sense of the word) is related to the
school's immediate community? e.g. If you teach in a
rural area, the class literature, class projects or
sample science problems are locally based.

- 0 - 0%
- 1 - 1-10%
- 2 - 11-20%
- 3 - 21-30%
- 4 - 31-40%
- 5 - 41-50%
- 6 - over 50%

Table 4.6

Mean Numbers of Resource People Per Teacher Participating
In Class Activities Per Month¹

Community Schools	Mean Number of Resource People Per Teacher	Comparison Schools	Mean Number of Resource People Per Teacher
1.	1.53/month	1.	1.43/month
2.	5.50	2.	3.90
3.	2.69	3.	1.75
4.	11.25	4.	2.00
5.	2.56	5.	1.43
6.	3.77	6.	3.60
7.	1.78	7.	5.00
8.	1.40	8.	1.67
9.	3.47	9.	1.43
10.	1.57	10.	2.14
Total (X ₁)	3.15/month	Total (X ₂)	2.58/month
11.	1.83/month		
12.	1.50		
13.	1.57		
14.	4.07		
15.	1.33		
16.	5.16		
17.	1.66		
18.	2.92		
Total (X ₃)	2.83/month		

	t-ratio	p (two-tailed)	Significance
X ₁ and X ₂	0.84	0.41	NS
X ₁ and X ₃	0.44	0.66	NS

¹As indicated by teachers in Question 4 of the TQ:

Approximately, how many people, not employed by
your School Board or School Committee,
participate as resource people in your class
activities per month. e.g. guest speakers,
classroom volunteers, etc.? people/month

The total mean number of resource people per teacher for community schools (1-10) was 3.15 per month, with an individual school high of 11.25 per month, and a low of 1.40 per month. For comparison schools the total mean number of resource people per teacher was 2.58 per month with an individual school range from 5.00 per month to 1.43 per month. The community schools (11-18) had a total mean of 2.83 resource people per month per teacher with an individual school low of 1.33 per month and a high of 5.16 per month.

The differences between the total mean numbers of resource people for the community schools (1-10) and the comparison schools were not significantly different at the 0.05 probability level (two-tailed) when subjected to a t-test. Similarly, the differences between the total means for the community schools (1-10) and the community schools (11-18) were not significant at the 0.05 level.

Goal number one: SCQ, TQ and CMQ. Goal number one was stated as "Considers a relevant regular academic daytime program for students important." The scores of 1, 2, 3 and 4 were assigned respectively, to the responses, "not important", "somewhat important", "important" and "very important" on both a Preferred and Actual dimension. Therefore, the higher the score, the more importance was placed on the goal. The data are presented in Table 4.7.

The community schools' (1-10) mean scores for Actual and Preferred responses were, respectively, 3.80 and 3.90 (administrators); 3.30 and 3.52 (teachers); and 3.21 and 3.59 (community members). Both the teachers' and community members' Actual scores were significantly lower (t-test, 0.05 probability) than their Preferred scores. In

Table 4.7
Mean Scores for Goal Number One¹ on SCQ, TQ and CMQ; Actual and Preferred Responses

Schools	Administrators			Teachers			Community Members					
	SCQ			TQ			CMQ					
	Means	t-ratio	p	Means	t-ratio	p	Means	t-ratio	p			
	A	P		A	P		A	P				
1) Community (1-10)	3.80	3.90	-0.60	0.56	3.30	3.52	-2.96	0.00	3.21	3.59	-8.50	0.00
2) Comparison	3.50	3.80	-0.82	0.42	3.23	3.52	-3.80	0.00	3.08	3.51	-7.31	0.00
3) Community (11-18)	3.88	3.88	0.00	1.00	3.14	3.42	-3.58	0.00	2.97	3.42	-7.59	0.00
F-test among the three groups of respondents												
F-ratio	Community Schools (1-10)			Comparison Schools			Community Schools (11-18)					
	A	P		A	P		A	P		A	P	
Significant difference between means of: (Scheffé; p=0.05)												
administrators -- -- 1) admin. & teachers & comm. members 2) admin. & comm. members												
t-tests between groups of schools												
Administrators SCQ Teachers TQ Community CMQ												
t-ratio p t-ratio p t-ratio p												
Groups 1) and 2): Actual 0.90 0.38 0.81 0.42 2.34 0.02												
Groups 1) and 2): Preferred 0.45 0.66 -0.13 0.90 1.79 0.07												
Groups 1) and 3): Actual -0.40 0.69 1.96 0.05 4.46 0.00												
Groups 1) and 3): Preferred 0.16 0.88 1.40 0.16 3.43 0.00												

¹Statement of Goal: Considers a relevant regular academic daytime program for students important.
 Scores: 1 - Not Important; 2 - Somewhat Important; 3 - Important; 4 - Very Important
 Note: All probabilities in this Table are two-tailed.

addition, according to an F-test, the mean Actual score of the administrators was significantly different (higher) at the 0.05 probability level than the community members' Actual mean score. No significant differences occurred among the respondents' three Preferred means.

For the comparison schools, the Actual and Preferred mean scores were, respectively, 3.50 and 3.80 (administrators); 3.23 and 3.52 (teachers); and 3.08 and 3.51 (community members). Both the teachers' and community members' Actual mean scores were significantly different (lower) than the Preferred scores (t-test, 0.05 probability). According to an F-test no significant differences occurred among the three respondent groups' Actual means or Preferred means.

For the community schools (11-18) the Actual and Preferred mean scores were, respectively, 3.88 and 3.88 (administrators); 3.14 and 3.42 (teachers); and 2.97 and 3.42 (community members). The teachers' and community members' Actual mean scores were significantly different (lower) than their Preferred mean scores (t-test, 0.05 probability). Also the Actual mean responses of the administrators were significantly different (higher) than the teachers' and community members' Actual mean responses (F-test, 0.05 probability).

When the mean scores of the community schools (1-10) and comparison schools were compared (t-test), the only significant difference (0.05 probability) occurred between the Actual responses of the community members. When commenting on their own schools, the community members of the community schools (1-10) thought that their schools considered this goal (academic education) to be more important than did the community members of the comparison schools.

When the means of the two groups of community schools were compared, the community schools' (1-10) Actual scores of the teachers and community members and Preferred scores of the community members' were each significantly higher than the corresponding community schools' (11-18) scores.

Goal number two: SCQ, TQ and CMQ. Goal number two was stated as, "Makes full use of human community resources to enhance the academic daytime program." Scores of 1, 2, 3 and 4 were assigned, respectively to the responses, "not important", "somewhat important", "important" and "very important" on both Actual and Preferred dimensions. Therefore, the higher the score obtained by a group, the more importance that group placed on this goal (the full use of human community resources in the academic program). The data are presented in Table 4.8.

The mean scores for the Actual and Preferred responses of the community schools (1-10) were, respectively, 3.10 and 3.70 (administrators); 2.57 and 3.22 (teachers); and 2.58 and 3.18 (community members). Both the teachers' and community members' Actual scores were significantly different (lower) than their Preferred scores (t-test, 0.00 probability). No significant differences were found with an F-test among the three groups of respondents' Actual mean scores or Preferred mean scores.

For the comparison schools, the Actual and Preferred mean scores were, respectively, 2.20 and 3.10 (administrators), 2.18 and 3.02 (teachers); and 2.37 and 3.14 (community members). Within each of the three groups of respondents, the Actual mean scores were

Table 4.8

Mean Scores for Goal Number Two¹ on SCQ, TQ and CMQ; Actual and Preferred Responses

Schools	Administrators SCQ			Teachers TQ			Community Members CMQ		
	Means	t-ratio	p	Means	t-ratio	p	Means	t-ratio	p
	A	P		A	P		A	P	
1) Community (1-10)	3.10	3.70	-1.90	2.57	3.22	-7.40	2.58	3.18	-11.95
2) Comparison	2.20	3.10	-3.35	2.18	3.02	-9.74	2.37	3.14	-11.86
3) Community (11-18)	3.25	3.63	-1.53	2.49	3.10	-6.75	2.55	3.16	-9.16
F-test among the three groups of respondents									
F-ratio									
Significant difference between means of: (Scheffé; p=0.05)									
t-tests between groups of schools									
Groups 1) and 2): Actual									
Groups 1) and 2): Preferred									
Groups 1) and 3): Actual									
Groups 1) and 3): Preferred									

¹Statement of Goal: Makes full use of human community resources to enhance the academic day-time program.

Scores: 1 - Not Important; 2 - Somewhat Important; 3 - Important; 4 - Very Important

Note: All probabilities in this Table are two-tailed.

significantly different (lower) than the Preferred mean scores (t-test, 0.05 probability). In addition, with F-ratios of 2.72 (Actual) and 1.38 (Preferred), no significant differences occurred among the three groups of respondents' Actual mean scores or Preferred mean scores.

The data for the community schools (11-18) produced the following mean scores for Actual and Preferred, respectively: 3.25 and 3.63 (administrators); 2.49 and 3.10 (teachers); and 2.55 and 3.16 (community members). Both the teachers' and community members' Actual scores were significantly different (lower) than their Preferred scores (t-test, 0.00 probability). Utilizing F-tests, the only significant difference among the three Actual means and the three Preferred means was between the Actual means of the administrators and the teachers, the administrators' mean being higher.

When the mean scores of the community schools (1-10) and the comparison schools were compared (t-test), the community schools (1-10) administrators' and teachers' Actual and Preferred mean scores and the community members' Actual mean score were all significantly different (higher) than the comparison schools' means. There were no significant differences between the means of the community schools (1-10) and the community schools (11-18).

Goal number three: SCQ, TQ and CMQ. Goal number three was stated as, "Encourages staff to involve students in real life community activities beyond the usual classroom program." Scores of 1, 2, 3 and 4 were assigned, respectively, to the responses "not important", "somewhat important", "important" and "very important" on both Actual and Preferred dimensions. Therefore, the magnitude of the mean score

obtained by a group was directly proportional to the importance that group placed on this goal of staff involving students in real life community activities. The data are presented in Table 4.9.

The community schools (1-10) Actual and Preferred mean scores were, respectively, 2.90 and 3.40 (administrators); 2.65 and 3.17 (teachers); and 2.54 and 3.20 (community members). The Actual mean scores of the three groups of respondents were each significantly different (lower) than their corresponding Preferred mean scores. In addition, with F-ratios of 1.45 (Actual) and 0.48 (Preferred), there were no significant differences among the three groups of respondents' Actual mean scores or Preferred mean scores.

The Actual and Preferred mean scores for the comparison schools were, respectively, 2.70 and 3.30 (administrators); 2.19 and 2.97 (teachers); and 2.36 and 3.24 (community members). The three groups of respondents' Actual mean scores were each significantly different (lower) than their corresponding Preferred mean scores (t-test, 0.05 probability). An F-test did not reveal any significant differences among the three groups of respondents' Actual mean scores. However, a significant difference was indicated among the Preferred mean scores as the community members' mean was significantly different (higher) than the teachers' mean.

The community schools (11-18) mean Actual and Preferred scores were, respectively, 2.38 and 3.75 (administrators); 2.64 and 3.22 (teachers); and 2.54 and 3.18 (community members). The teachers' and community members' Actual means were significantly different (lower)

Table 4.9

Mean Scores for Goal Number Three¹ on SCQ, TQ and CMQ; Actual and Preferred Responses

Schools	Administrators SCQ			Teachers TQ			Community Members CMQ		
	Means A	P	t-ratio	Means A	P	t-ratio	Means A	P	t-ratio
1) Community (1-10)	2.90	3.40	-2.06	2.65	3.17	75.61	2.54	3.20	-11.55
2) Comparison	2.70	3.30	-2.78	2.19	2.97	-8.45	2.36	3.24	-13.29
3) Community (11-18)	3.38	3.75	-1.21	2.64	3.22	-6.08	2.54	3.18	-8.86
F-test among the three groups of respondents									
Community Schools Comparison Schools Community Schools									
(1-10) (11-18)									
F-ratio	1.45			0.48	2.68		6.82	3.46	2.12
Significant difference between means of:									
(Scheffé; p=0.05)									
teachers admin. & comm. members									
t-tests between groups of schools									
Administrators SCQ Teachers TQ Community CMQ									
t-ratio t-ratio p t-ratio p									
Groups 1) and 2): Actual	0.85			0.41			4.66	0.00	2.77
Groups 1) and 2): Preferred	0.45			0.66			2.27	0.02	-0.77
Groups 1) and 3): Actual	-1.54			0.14			0.14	0.88	0.09
Groups 1) and 3): Preferred	-1.50			0.15			-0.65	0.51	0.32

¹Statement of Goal: Encourages staff to involve students in real life community activities beyond the usual classroom program.

Scores: 1 - Not Important; 2 - Somewhat Important; 3 - Important; 4 - Very Important

Note: All probabilities in this Table are two-tailed.

than their Preferred means (t-test, 0.05 probability). An F-ratio of 3.46 was obtained when the three respondent groups' Actual means were compared. The administrators' Actual mean was significantly different (higher) than the community members' Actual mean. There were no significant differences among the three Preferred means.

In a comparison of Actual and Preferred scores of the community schools (1-10) and the comparison schools, significant differences were found between the teachers' Actual and Preferred means and the community members' Actual means (in all cases the community schools (1-10) means were higher): There were no significant differences between the means of the two groups of community schools.

Student responses to Question Two (Student Interview).

Question Two asked, "What do students see as the purpose of going to school? Does this school help them move toward this purpose?"

Data for this question are reported in Table 4.10.

The students' replies to the first part of Question Two were synthesized into two categories. The first category indicated that the school should prepare students for more education and/or a job, and the second category described the school's purpose as providing an environment conducive to social interaction or, more simply to making friends.

Table 4.10

Percentage Responses of Students to Question Two¹
from the Students' Interview Schedule

Response Categories	Community Schools (1 - 10)	Comparison Schools	Community Schools (11 - 18)
	Mean %		Mean %
Students indicated that:			
1) their school prepared them well for more education or a job	100.0	80.0	91.7
2) their school provided an environment conducive to social interaction (making friends)	70.0	46.7	54.2

¹Question Two: What do students see as the purpose of going to school? Does this school help them move toward this purpose?

The percentages of students that thought their school prepared them well for more education or a job were 100.0, 80.0 and 91.7 percent respectively in the community schools (1-10), comparison schools and community schools (11-18). In the community schools (1-10), comparison schools and community schools (11-18), the percentages of students saying that their school provided an environment conducive to social interaction were, respectively, 70.0, 46.7 and 54.2 percent.

Student responses to Question Three (Student Interview).

Question Three was stated, "How often per year do people, other than teachers, participate in class? Should this be done more often?" Data from the responses to this question are presented in Table 4.11.

The mean numbers of persons participating per year in each students' classes were 10.1, 2.2 and 4.7, respectively, for community schools (1-10), comparison schools and community schools (11-18). The percentages of students that said more people should participate in class per year, for the community schools (1-10), comparison schools and community schools (11-18), were 73.3, 100.0 and 83.3 percent, respectively, while the remaining students did not want more people per year participating in their classes.

Student responses to Question Four (Student Interview).

Question Four asked, "How often do teachers take, or allow, students to go into the community per year as part of their academic school work? Should this do done more often?" The response data are presented in Table 4.12.

The students from the community schools (1-10), comparison schools and community schools (11-18) indicated that the mean number of times per year each student went into the community, as part of his/her academic work, was, respectively 8.7, 4.6 and 12.6. The percentages of students saying that students should be allowed to go into the community more often were 76.7, 86.7 and 58.3 percent for the community schools (1-10), comparison schools and community schools (11-18), respectively. The remaining students said that they should

Table 4.11

Responses of Students to Question Three¹ from
the Students' Interview Schedule

Response Categories	Community Schools (1 - 10)	Comparison Schools	Community Schools (11 - 18)
	Mean	Mean	Mean
Number of people per year participating in each student's class, other than the teacher	10.1/year	2.2/year	4.7/year
Percentage of students that said:			
1) More people should participate in class per year	73.3%	100.0%	83.3%
2) More people should not participate in class per year	26.7%	0.0%	16.7%

¹Question Three: How often per year do people, other than teachers, participate in class? Should this be done more often?

not be allowed to go into the community more often or they were pleased with the present situation.

Joint Use of School and Community Facilities

SCQ, community school education component two. The scores for the second community school education component, Joint Use of School and Community Facilities, are presented in Table 4.13. These scores were obtained from the administrators' SCQ's.

Table 4.12

Responses of Students to Question Four¹ from
the Students' Interview Schedule

Response Categories	Community Schools (1 - 10)	Comparison Schools	Community Schools (11 - 18)
	Mean	Mean	Mean
Number of times per year each student went into the community as part of his academic work	8.7/year	4.6/year	12.6/year
Percentage of students saying:			
1) that students should be allowed to go into the community more often	76.7%	86.5%	58.3%
2) that students should not be allowed to go into the community more often, or they are pleased with the present situation	23.3%	13.3%	41.7%

¹Question Four: How often do teachers take, or allow, students to go into the community per year as part of their academic school work? Should this be done more often?

The community schools (1-10) scores ranged from a high of 10.04 to a low of 0.65, producing a mean score of 3.81. The comparison schools had a mean score of 1.34 and low and high individual school scores of 0.16 and 2.81. The mean score of the community schools (11-18) was 1.94 and the individual low and high school scores were 0.00 and 4.56, respectively.

Table 4.13

Scores for Community School Education Component
Number Two¹ from Administrators' SCQ's

Community Schools	Component Two Scores	Comparison Schools	Component Two Scores
1.	10.04	1.	1.62
2.	5.72	2.	2.58
3.	0.65	3.	1.65
4.	3.66	4.	0.16
5.	5.48	5.	1.07
6.	2.30	6.	0.52
7.	3.46	7.	1.22
8.	4.30	8.	1.02
9.	1.14	9.	0.76
10.	1.32	10.	2.81
Mean (X_1)	3.81	Mean (X_2)	1.34
11.	1.49		
12.	0.00		
13.	4.56		
14.	2.40		
15.	0.53		
16.	1.54		
17.	3.02		
18.	1.97		
Mean (X_3)	1.94		

	t-ratio	p (two-tailed)	Significance
X_1 and X_2	2.65	0.02	S
X_1 and X_3	1.70	0.11	NS

¹Component Two: Joint Use of School and Community Facilities

The means for the community schools (1-10) and the comparison schools were significantly different (t-test) at the 0.05 probability level. The community schools (1-10) and the community schools (11-18) means were not significantly different at the 0.05 probability level.

Goal number four: SCQ, TQ and CMQ. The statement of goal number four is, "Adapts school facilities to multiple use for persons of all ages." Scores of 1, 2, 3 and 4 were assigned, respectively, to the responses "not important", "somewhat important", "important" and "very important" on both Actual and Preferred dimensions. Therefore, the magnitude of the score obtained by a group was directly proportional to the importance that group placed on this goal of adapting school facilities to multiple use. The data are presented in Table 4.14.

The community schools (1-10) Actual and Preferred mean scores were, respectively, 3.00 and 3.60 (administrators); 3.22 and 3.40 (teachers); and 2.72 and 3.22 (community members). The Actual mean scores of the teachers and community members were significantly different (t-test, 0.03 probability) than their higher Preferred mean scores. In addition, an F-test on the three respondent scores indicated a significant difference (0.05 probability) on both the Actual and Preferred responses between the teachers and community members.

The mean scores for the comparison schools' Actual and Preferred responses were, respectively, 2.10 and 2.80 (administrators); 2.36 and 2.98 (teachers); and 2.18 and 3.13 (community members). The teachers' and community members' Actual mean scores were

Table 4.14

Mean Scores for Goal Number Four¹ on SCQ, TQ and CMQ: Actual and Preferred Responses

Schools	Administrators			Teachers			Community Members					
	SCQ			TQ			CMQ					
	Means	t-ratio	p	Means	t-ratio	p	Means	t-ratio	p			
	A	P		A	P		A	P				
1) Community (1-10)	3.00	3.60	-1.77	0.09	3.22	3.40	-2.17	0.03	2.72	3.22	-8.29	0.00
2) Comparison	2.10	2.80	-1.88	0.08	2.36	2.98	-6.51	0.00	2.18	3.13	-13.47	0.00
3) Community (11-18)	2.88	3.38	-1.14	0.27	2.95	3.28	-3.43	0.00	2.66	3.29	-8.56	0.00
<u>F-test among the three groups of respondents</u>												
F-ratio	Community Schools (1-10)			Comparison Schools			Community Schools (11-18)					
	A	P		A	P		A	P		A	P	
Significant difference between means of: (Scheffé; P=0.05)												
t-tests between groups of schools												
Administrators SCQ				Teachers TQ				Community CMQ				
t-ratio				t-ratio				t-ratio				
p				p				p				
Groups 1) and 2): Actual				Groups 1) and 2): Preferred				Groups 1) and 3): Actual				
Groups 1) and 2): Preferred				Groups 1) and 3): Preferred				Groups 1) and 3): Preferred				
2.38				8.94				7.54				
2.40				5.04				1.44				
0.27				2.73				0.79				
0.76				1.55				1.16				
0.03				0.00				0.00				
0.03				0.00				0.15				
0.78				0.01				0.44				
0.46				0.12				0.24				

¹ Statement of Goal: Adapts school facilities to multiple use for persons of all ages.

Scores: 1 - Not Important; 2 - Somewhat Important; 3 - Important; 4 - Very Important

Note: All probabilities in this Table are two-tailed.

significantly different (t-test, 0.05 probability) than their higher Preferred means. With F-ratios of 1.83 (Actual) and 2.42 (Preferred), no significant differences occurred among the three groups of respondents' Actual and Preferred mean scores.

Mean scores of 2.88 and 3.38 (administrators), 2.95 and 3.28 (teachers), and 2.66 and 3.29 (community members) were obtained for the Actual and Preferred responses of community schools (11-18). Once again the higher Preferred means of the teachers and community members were significantly different (t-test, 0.05 probability) from their Actual mean scores. According to an F-test, no significant differences occurred among the Preferred means of the three types of community schools (11-18) respondents. However, the teachers' Actual mean was significantly higher than the community members' Actual mean.

Significant differences (t-test) appeared between the community schools (1-10) and the comparison schools in: (1) the Actual responses of the administrators, teachers and community members, and (2) the Preferred responses of the administrators and teachers. Only one set of means between the community schools (1-10) and community schools (11-18) was significantly different; i.e., the teachers Actual responses. In all cases, the community schools (1-10) means were higher.

Goal number five: SCQ, TQ and CMQ. Goal number five was stated as, "Makes full use of community facilities (other than school facilities) to provide a comprehensive educational program for the community." Scores of 1, 2, 3 and 4 were assigned, respectively, to the responses "not important", "somewhat important",

"important", and "very important" on both Actual and Preferred dimensions. Therefore, the importance a group placed on this goal of the school making full use of the community facilities, was directly proportional to the magnitude of their mean score. The data are presented in Table 4.15.

The mean Actual and Preferred scores for community schools (1-10) were, respectively, 2.80 and 3.60 (administrators); 2.74 and 3.22 (teachers); and 2.46 and 3.11 (community members). Each of the respondents' Actual means was significantly different (lower) than their Preferred means (t-test, 0.05 probability). In an F-test on the three Actual means, only the teachers' and community members' means were significantly different (0.05 probability). None of the Preferred means were significantly different from each other.

For the comparison schools the mean Actual and Preferred scores were, respectively, 2.22 and 3.11 (administrators); 2.36 and 2.96 (teachers); and 2.20 and 3.09 (community members). Each of the respondents' Actual means was significantly different (lower) than their Preferred means (t-test, 0.05 probability). No significant differences were found among the three Actual means and the three Preferred means of the comparison schools' respondents (F-test, 0.05 probability).

Means of 3.00 and 3.75 (administrators); 2.72 and 3.23 (teachers); and 2.51 and 3.18 (community members) were obtained, respectively, for the community schools (11-18). A significant difference (t-test, 0.05 probability) was found between each respondent's Actual mean and Preferred mean scores. Two F-tests,

applied separately to the three Actual means and three Preferred means, found no significant differences among the scores.

T-tests (0.05 probability) were used to compare the scores of the community schools (1-10) and the comparison schools, and the two groups of community schools. In the former comparison, the teachers' Actual and Preferred means and the community members' Actual means were significantly different, with the community schools (1-10) scores being higher in all cases. There were no significant differences in the latter comparison.

Additional Programs for School Age Children and Youth

SCQ, community school education component three. The scores for the third community school education component, Additional Programs for School Age Children and Youth, are presented in Table 4.16. The administrators' SCQ's provided this data. The hypothetical model community school was assigned 4.0 points on this component. The lowest and highest school scores in the community schools (1-10) were 1.14 and 9.33, and the mean score was 4.73. The mean score for the comparison schools was 0.72, with the highest and lowest school scores being 1.36 and 0.00. The community schools (11-18) had a mean score of 2.90 and a range of school scores from 0.71 to 7.10.

A significant difference (t-test, 0.05 probability) was found between the mean community schools (1-10) score and the mean comparison schools' score, indicating that the community schools (1-10) offered more programs to school age children and youth than did the comparison schools. There was no significant difference between the means of the community schools (1-10) and those of the comparison schools (11-18).

Table 4.16

Scores for Community School Education Component
Number Three¹ from Administrators' SCQ's

Community Schools	Component Three Scores	Comparison Schools	Component Three Scores
1.	5.03	1.	1.36
2.	9.33	2.	1.27
3.	5.74	3.	0.89
4.	4.18	4.	0.11
5.	1.14	5.	0.67
6.	2.58	6.	0.00
7.	6.42	7.	0.41
8.	3.80	8.	1.05
9.	2.63	9.	0.48
10.	6.44	10.	1.00
Mean (X ₁)	4.73	Mean (X ₂)	0.72
11.	4.08		
12.	7.10		
13.	1.67		
14.	0.71		
15.	3.26		
16.	2.83		
17.	2.70		
18.	0.82		
Mean (X ₃)	2.90		

	t-ratio	p (two-tailed)	Significance
X ₁ and X ₂	5.21	0.00	S
X ₁ and X ₃	1.72	0.11	NS

¹Component Three: Additional Programs for School Age Children
and Youth

Goal number six: SCQ, TQ and CMQ. The statement of goal number six was, "Considers relevant programs for children, other than the regular academic daytime program, important." Scores of 1, 2, 3 and 4 were assigned respectively to the responses, "not important", "somewhat important", "important" and "very important" on both Actual and Preferred dimensions. Therefore, the magnitude of the mean score obtained from a group's responses was directly proportional to the importance that group placed on the goal of providing relevant programs to children (other than the regular academic program). The data are presented in Table 4.17.

The mean Actual and Preferred scores for the community schools (1-10) were, respectively, 3.00 and 3.20 (administrators); 2.90 and 3.30 (teachers); and 2.57 and 3.01 (community members). Both the teachers' and community members' Actual means were significantly different (t-test, 0.05 probability) than their higher Preferred means. In addition, with F-ratio scores of 9.99 (Actual) and 7.96 (Preferred), the teachers' Actual and Preferred means were significantly different (higher) than the community members' Actual and Preferred means, respectively.

The comparison schools' Actual and Preferred means were, respectively, 2.10 and 2.70 (administrators); 2.41 and 3.00 (teachers); and 2.27 and 3.03 (community members). All of the three Actual means were significantly different than their higher Preferred means (t-test, 0.05 probability). Utilizing F-tests, no significant differences were found among the three Actual responses or the three Preferred responses.

Table 4.17

Mean Scores for Goal Number Six¹ on SCQ, TQ and CMQ; Actual and Preferred Responses

Schools	Administrators			Teachers			Community Members					
	SCQ			TQ			CMQ					
	Means	t-ratio	p	Means	t-ratio	p	Means	t-ratio	p			
	A	P		A	P		A	P				
1) Community (1-10)	3.00	3.20	-0.51	0.61	2.90	3.30	-4.32	0.00	2.57	3.01	-8.25	0.00
2) Comparison	2.10	2.70	-2.15	0.05	2.41	3.00	6.30	0.00	2.27	3.03	-10.88	0.00
3) Community (11-18)	3.38	3.88	-1.44	0.17	2.71	3.19	-5.27	0.00	2.58	3.06	-6.82	0.00
F-test among the three groups of respondents												
F-ratio	Community Schools (1-10)			Comparison Schools			Community Schools (11-18)					
	A	P		A	P		A	P		A	P	
Significant difference between means of: (Scheffé; p=0.05)												
t-tests between groups of schools												
Administrators SCQ				Teachers TQ				Community CMQ				
t-ratio				t-ratio				t-ratio				
p				p				p				
Groups 1) and 2): Actual				Groups 1) and 2): Preferred				Groups 1) and 2): Actual				
Groups 1) and 2): Preferred				Groups 1) and 2): Actual				Groups 1) and 2): Preferred				
Groups 1) and 3): Actual				Groups 1) and 3): Preferred				Groups 1) and 3): Actual				
Groups 1) and 3): Preferred				Groups 1) and 3): Preferred				Groups 1) and 3): Preferred				

¹Statement of Goal: Considers relevant programs for children, other than the regular academic daytime program, important.

Scores: 1 - Not Important; 2 - Somewhat Important; 3 - Important; 4 - Very Important

Note: All probabilities in this Table are two-tailed.

Mean scores of 3.38 and 3.88 (administrators); 2.71 and 3.19 (teachers); and 2.58 and 3.06 (community members) were obtained, respectively, for the community schools (11-18) Actual and Preferred responses. The Actual means of the teachers and community members were significantly different (t-test, 0.05 probability) from their higher respective Preferred means. In addition, a significant difference (F-test) was found between the Actual means of the administrators and community members, and the Preferred means of the administrators and community members of the community schools (11-18).

A t-test (0.05 probability) indicated that the following pairs of means from the community schools (1-10) and comparison schools were significantly different: (1) administrators' Actual, (2) teachers' Actual, (3) community members' Actual and (4) teachers' Preferred. All community schools (1-10) means were higher than the comparison schools' means.

A t-test between the community schools (1-10) means and community schools (11-18) means found only one pair of means to be significantly different; that is, the administrators' Preferred means, of which the administrators in the community schools (11-18) had the higher score.

Student responses to Questions Five and Six (Student Interview).

Questions Five and Six asked, respectively, "Do students have any extra-curricular programs at the school? Should there be more of these types of programs?" and "Does the community have programs for young people? Should there be more of these types of program?" The data are presented in Table 4.18.

Table 4.18
 Percentage Responses of Students to Questions Five¹ and Six²
 from the Students' Interview Schedule

Response Categories	Community Schools (1 - 10) Mean %	Comparison Schools Mean %	Community Schools (11 - 18) Mean %
Students indicated that:			
1. a) the school offers enough extra-curricular programs	46.6	33.3	52.9
b) the school should have more extra-curricular programs.	53.4	66.7	47.1
2. a) the community offers enough programs for young people	40.0	36.7	37.5
b) the community should offer more programs for young people.	60.0	63.3	62.5

¹Question Five: Do students have any extra-curricular programs at the school? Should there be more of these types of programs?

²Question Six: Does the community have programs for young people? Should there be more of these types of programs.

All students indicated that the school offered at least a few extra-curricular programs. The percentages of students in community schools (1-10), comparison schools and community schools (11-18) that thought the school offered enough extra-curricular programs were 46.6, 33.3 and 52.9 percent, respectively. The remaining students thought the school should offer more extra-curricular programs.

In replying to Question Six, the percentage of students in the community schools (1-10), comparison schools and community schools (11-18) indicating that the community offered enough programs for young people was 40.0, 36.7 and 37.5 percent, respectively. The other students thought that more programs should be offered by the community.

Programs for Adults

SCQ, community school education component four. The scores for community school education component four, Programs for Adults, are presented in Table 4.19. These scores were obtained from the administrators' SCQ's. The hypothetical model community school was assigned 4.0 points on this component.

The community schools (1-10) mean score was 3.42, with a range of school scores from 0.89 to 6.83. The mean for the comparison schools was 0.54 with low and high individual school scores of 0.00 and 1.71. The final group of schools, community schools (11-18), had a range of school scores from 0.34 to 3.21 and a mean of 1.70.

Significant differences (t-test, 0.05 probability) were found between the means of the community schools (1-10) and comparison

Table 4.19

Scores for Community School Education Component
Number Four¹ from Administrators' SCQ's

Community Schools	Component Four Scores	Comparison Schools	Component Four Scores
1.	5.74	1.	0.67
2.	6.83	2.	1.71
3.	4.36	3.	0.66
4.	4.09	4.	0.00
5.	2.54	5.	0.70
6.	3.29	6.	0.00
7.	1.43	7.	0.24
8.	2.55	8.	0.44
9.	2.43	9.	0.82
10.	0.89	10.	0.17
Mean (X ₁)	3.42	Mean (X ₂)	0.54
11.	0.34		
12.	1.73		
13.	1.24		
14.	2.34		
15.	3.21		
16.	1.08		
17.	2.34		
18.	1.29		
Mean (X ₃)	1.70		
	t-ratio	p (two-tailed)	Significance
X ₁ and X ₂	4.71	0.00	S
X ₁ and X ₃	2.39	0.03	S

¹Component Four: Programs for Adults

schools, and the community schools (1-10) and community schools (11-18). The mean for community schools (1-10) was higher in both instances, indicating that the community schools (1-10) had developed their adult programs more than either the comparison schools or the community schools (11-18) had developed adult programs.

Goal number seven: SCQ, TQ and CMQ. Goal number seven was stated as, "Consider relevant programs for adults important." Scores of 1, 2, 3 and 4 were assigned, respectively, to the responses "not important", "somewhat important", "important" and "very important". Therefore, the magnitude of the mean score obtained from a group's responses was directly proportional to the importance that group placed on the goal of considering programs for adults. The data are presented in Table 4.20.

The community schools (1-10) Actual and Preferred means were, respectively, 2.90 and 3.40 (administrators); 2.82 and 3.13 (teachers); and 2.37 and 2.85 (community members). Both the teachers' and community members' Actual means were significantly different (t-test, 0.05 probability) than their higher Preferred means. In addition, the teachers' Actual and Preferred means were significantly different (F-test, 0.05 probability), respectively, than the community members' lower Actual and Preferred means.

The Actual and Preferred means of the comparison schools were, respectively, 1.80 and 2.30 (administrators); 1.95 and 2.60 (teachers); and 1.87 and 2.81 (community members). The Actual scores of both the community members and teachers were significantly different (t-test,

Table 4.20

Mean Scores for Goal Number Seven¹ on SCQ, TQ and CMQ: Actual and Preferred Responses

Schools	Administrators			Teachers			Community Members		
	SCQ			TQ			CMQ		
	Means	t-ratio	P	Mean	t-ratio	P	Means	t-ratio	P
1) Community (1-10)	2.90	3.40	-1.30	2.82	3.18	-3.05	2.37	2.85	-8.27
2) Comparison	1.80	2.30	-1.98	1.95	2.60	-6.32	1.87	2.81	-12.83
3) Community (11-18)	3.25	3.38	-0.31	2.62	3.09	-5.10	2.43	2.98	-7.24
F-test among the three groups of respondents									
F-ratio	Community Schools (1-10)			Comparison Schools			Community Schools (11-18)		
	A	P		A	P		A	P	
Significant difference between means of:									
(Scheffé; p=0.05)									
t-tests between groups of schools									
Groups 1) and 2): Actual									
Groups 1) and 2): Preferred									
Groups 1) and 3): Actual									
Groups 1) and 3): Preferred									

¹ Statement of Goal: Considers relevant programs for adults important.

Scores: 1 - Not Important; 2 - Somewhat Important; 3 - Important; 4 - Very Important

Note: All probabilities in this Table are two-tailed.

0.05 probability) than their higher Preferred means. No significant differences (F-test, 0.05 probability) were found among the comparison schools' three Actual means or three Preferred means.

The scores 3.25 and 3.38 (administrators); 2.62 and 3.09 (teachers); and 2.43 and 2.98 (community members) were, respectively, the Actual and Preferred means of the community schools (11-18). Once again, the higher Preferred means of the community members and the teachers were significantly different (t-test, 0.05 probability) than their Actual means. In separate comparisons of the three Actual means and three Preferred means no significant differences (F-test, 0.05 probability) were found.

When the differences between the pairs of means of the community schools (1-10) and the comparison schools were tested (t-test, 0.05 probability), all of the Actual pairs and Preferred pairs were significantly different except for the community members' Preferred means. In all cases the community schools (1-10) means were higher.

The t-test revealed only one significant difference between the Actual means or Preferred means of the community schools (1-10) and the community schools (11-18); i.e. the latter's community members' score was significantly higher than the former's corresponding mean.

SUPPORTIVE SUBSYSTEMS

Community Involvement

SCQ, community school education component six. The scores for community school education component six, community involvement, are

presented in Table 4.21. These scores were obtained from the administrators' SCQ's. The hypothetical model community school was assigned 4.0 points on this component.

The mean score for the community schools (1-10) was 1.90 and the scores ranged from 0.00 to 3.07. The comparison schools had low and high individual school scores of 0.00 and 2.40, and a mean of 0.83. A mean of 2.27 was obtained for the community schools (11-18) and their low and high school scores were 0.83 and 5.00.

The mean for the community schools (1-10) was significantly different (t-test, 0.05 probability) than the lower comparison school mean, indicating that the community schools (1-10) had more community involvement than did the comparison schools. The mean for community schools (1-10) was not significantly different from the mean of the community schools (11-18).

Goal number eleven: SCQ, TQ and CMQ. The statement of goal number eleven was, "involves all people concerned (or at least representatives) in planning programs and activities. This refers particularly to lay and student involvement in decision-making." Scores of 1, 2, 3 and 4 were assigned, respectively, to the following responses: "not important", "somewhat important", "important", and "very important" on both Preferred and Actual dimensions. Therefore, the magnitude of the mean score obtained from a group's responses was directly proportional to the importance that group placed on this goal of involving people in planning programs and activities. The data are presented in Table 4.22.

Table 4.21

Scores for Community School Education Component
Number Six¹ from Administrators' SCQ's

Community Schools	Component Six Scores	Comparison Schools	Component Six Scores
1.	2.97	1.	0.00
2.	3.07	2.	1.23
3.	2.27	3.	0.00
4.	0.33	4.	0.00
5.	2.83	5.	1.25
6.	0.83	6.	2.40
7.	2.53	7.	1.87
8.	2.67	8.	0.83
9.	0.00	9.	0.33
10.	1.50	10.	0.42
Mean (X ₁)	1.90	Mean (X ₂)	0.83
11.	5.00		
12.	2.47		
13.	1.25		
14.	2.23		
15.	1.95		
16.	3.33		
17.	1.10		
18.	0.83		
Mean (X ₃)	2.27		

	t-ratio	p (two-tailed)	Significance
X ₁ and X ₂	2.37	0.03	S
X ₁ and X ₃	-0.62	0.54	NS

¹Component Six: Community Involvement.

Table 4.22
Mean Scores for Goal Number Eleven¹ on SCQ, TQ and CMQ; Actual and Preferred Responses

Schools	Administrators			Teachers			Community Members		
	SCQ			TQ			CMQ		
	Means	t-ratio	P	Means	t-ratio	P	Means	t-ratio	P
1) Community (1-10)	2.50	3.40	0.00	2.39	2.96	0.00	2.26	3.06	-13.49 0.00
2) Comparison	1.60	2.60	0.01	1.88	2.64	0.00	2.15	3.14	-14.28 0.00
3) Community (11-18)	2.88	3.63	-2.16	2.30	3.00	0.05	2.25	3.11	-12.77 0.00
F-test among the three groups of respondents									
F-ratio	Community Schools (1-10)			Comparison Schools			Community Schools (11-18)		
	A	P		A	P		A	P	
	1.49	1.92	5.59	20.43	2.13	2.92	--	--	--
Significant difference between means of: (Scheffé; p=0.05)									
t-tests between groups of schools	Administrators SCQ			Teachers TQ			Community CMQ		
	t-ratio	P		t-ratio	P		t-ratio	P	
	3.86	0.00	5.34	0.00	1.59	0.11	-1.48	0.13	0.79
Groups 1) and 2): Actual	2.56	0.02	3.33	0.00	0.24	0.79	-0.91	0.37	
Groups 1) and 2): Preferred	-1.16	0.26	0.92	0.36					
Groups 1) and 3): Actual	-0.92	0.37	-0.43	0.66					
Groups 1) and 3): Preferred									

¹Statement of Goal: Involves all people concerned (or at least representatives) in planning programs and activities. This particularly refers to lay and student involvement in decision-making. Scores: 1 - Not Important; 2 - Somewhat Important; 3 - Important; 4 - Very Important. Note: All probabilities in this Table are two-tailed.

The Actual and Preferred scores for the community schools (1-10) were, respectively, 2.50 and 3.40 (administrators); 2.39 and 2.96 (teachers); and 2.26 and 3.06 (community members). All of the three Actual means were significantly different (t-test, 0.05 probability) from their higher Preferred means. No significant differences were found among the three Actual scores or three Preferred scores (two separate F-tests) of the community schools (1-10) respondents.

The comparison schools' Actual and Preferred means were, respectively, 1.60 and 2.60 (administrators); 1.88 and 2.64 (teachers); and 2.15 and 3.14 (community members). All of the three Actual means were significantly different (t-test, 0.05 probability) from their higher Preferred means. An F-test (0.05 probability) on the three Actual scores indicated a significant difference between the teachers' and community members' responses. The teachers and community members were also significantly different on their Preferred means (F-test), the latter respondents having higher scores.

The Actual and Preferred means for the community schools (11-18) were, respectively, 2.88 and 3.63 (administrators); 2.30 and 3.00 (teachers); and 2.25 and 3.11 (community members). A significant difference was found between each respondent's Actual mean and higher Preferred mean scores. Two F-tests, applied separately to the three Actual means and three Preferred means, found no significant differences among the scores.

T-tests (0.05 probability) were used to compare the means of the community schools (1-10) and the comparison schools, and the community schools (1-10) and the community schools (11-18). In the former comparison, significant differences were found between: (1)

the administrators' Actual means, (2) the administrators' Preferred means, (3) the teachers' Actual means, and (4) the teachers' Preferred means. In all instances the community schools (1-10) scores were higher. The latter comparison, between community schools (1-10) and community schools (11-18), did not yield any significant differences.

Goal number twelve: SCQ, TQ and CMQ. Goal number twelve was stated as "Provides opportunities for community lay people to assume leadership roles in the community." Scores of 1, 2, 3 and 4 were assigned, respectively, to the responses "not important", "somewhat important", "important" and "very important" on both Actual and Preferred dimensions. Therefore, the importance that a group placed on the goal of providing leadership opportunities to community lay people was directly proportional to the magnitude of the mean score obtained from the group's responses. The data are presented in Table 4.23.

The mean Actual and Preferred scores for the community schools (1-10) were, respectively, 2.50 and 3.50 (administrators); 2.61 and 2.90 (teachers); and 2.23 and 2.79 (community members). All of the respondents' Actual means were significantly different (lower) than their Preferred means (t-test, 0.05 probability). Two F-tests, applied separately to the three Actual and three Preferred scores revealed in the former scores a significant difference between teachers' and community members' Actual means. In the latter scores, a significant difference was shown between the Preferred scores of administrators and community members.

The comparison schools' Actual and Preferred scores were, respectively, 1.50 and 2.30 (administrators); 1.90 and 2.43 (teachers);

and 2.01 and 2.73 (community members). The teachers' and community members' Actual means were significantly different (lower) than their Preferred means (t-test). An F-test on the Actual scores indicated no significant differences at the 0.05 probability level. However, an F-test on the three Preferred scores revealed a significant difference between the teachers' and community members' scores.

The Actual and Preferred scores of the community schools (11-18) were, respectively, 3.13 and 3.62 (administrators); 2.20 and 2.66 (teachers); and 2.19 and 2.81 (community members). The community members' and teachers' Actual means were significantly different (t-test, 0.05 probability) from their higher Preferred scores. An F-test on the three Actual scores revealed two significant differences; that is, between the administrators (higher) and community members, and the administrators (higher) and teachers. A significant difference was also found between the administrators' (higher) and community members' Preferred scores, utilizing a second F-test.

T-tests were used to compare the scores of community schools (1-10) and comparison schools, and community schools (11-18). In the former comparison, each of the community schools (1-10) means were significantly different (higher) than the comparison schools' except for the community members' Preferred scores. The only significant difference found in the second comparison was with the teachers' Actual and Preferred scores; the community schools (1-10) teachers had higher scores.

Teachers' perceptions of control over school affairs. The data for this section were obtained from Question Five of the TQ

(Appendix C) and are presented in Table 4.24. Scores of 1, 2, 3, 4 and 5 were assigned, respectively, to the responses "little or none", "some", "quite a bit", "a great deal" and "a very great deal". Therefore, the higher the score, the more control that person was perceived to have.

Based on the amount of control, the teachers from comparison schools and community schools (11-18) ranked the categories of people in exactly the same order. This rank order was as follows: (1) superintendent, (2) members of school board, (3) school administrators, (4) teachers, (5) members of school advisory committee (if applicable), (6) parents of school children, (7) community members, other than parents of school children, and (8) students. The teachers from community schools (1-10) ranked all the categories in the same order except the last two categories, which were reversed.

T-tests (0.05 probability) were used to find significant differences between the control allocated to a category of people by the teachers in, first, community schools (1-10) and comparison schools, and, second, community schools (1-10) and community schools (11-18). In the former comparison, the community schools (1-10) teachers scored all of their categories of people significantly higher than the comparison schools' teachers scored their categories of people, except no significant differences occurred between the teachers or students. The community schools' (1-10) total score was also significantly higher than the comparison schools' total score. In the latter comparison, between community schools (1-10) and community schools (11-18), only one significant difference occurred.

Table 4.24

Teachers' Perceptions of the Amount of Control Exercised Over Local School Affairs by Certain Categories of People

Categories of People	Community Schools (1 - 10)			Comparison Schools			Community Schools (11 - 18)		
	Rank Order	Mean Score	(X ₁)	Rank Order	Mean Score ¹	(X ₂)	Rank Order	Mean Score ¹	(X ₃)
a) members of school board	(2)	3.61		(2)	3.29		(2)	3.52	0.54
b) superintendent	(1)	3.75		(1)	3.43		(1)	3.64	0.42
c) members of school advisory committee or council (if applicable)	(5)	2.31		(5)	1.93		(5)	2.31	1.00
d) school administrators	(3)	3.54		(3)	3.26		(3)	3.39	0.15
e) teachers	(4)	2.44		(4)	2.26		(4)	2.61	0.17
f) parents of school children	(6)	2.03		(6)	1.71		(6)	1.79	0.02
g) students	(8)	1.58		(8)	1.50		(7)	1.59	0.91
h) community members (other than parents of school children)	(7)	1.60		(7)	1.39		(8)	1.53	0.43
Total Score		19.50			17.86			18.95	0.32

¹The amount of control was coded as follows:

1 - Little or None; 2 - Some; 3 - Quite a Bit;

4 - A Great Deal; 5 - A Very Great Deal

The score of the parents of school children of community schools (1-10) was significantly higher than their counterparts in the community schools (11-18).

Community members' perceptions of control over school affairs.

The data for this section were obtained from Question 2 of the CMQ (Appendix D). Scores of 1, 2, 3, 4 and 5 were assigned, respectively, to the responses "little or none", "some", "quite a bit", "a great deal" and "a very great deal". Therefore, the more control a person or group was perceived to have, the higher their score. The data are presented in Table 4.25.

The community members from each group of schools ranked the categories of people in the same order with respect to their control over local school affairs. The rank order was: (1) members of school board, (2) superintendent, (3) school administrators, (4) members of school advisory committee (if applicable), (5) teachers, (6) parents of school children, (7) students, and (8) community members (other than parents of school children).

T-tests were utilized to determine if significant differences existed between the mean control scores of, first, community schools (1-10) and comparison schools, and, second, community schools (1-10) and community schools (11-18). In the former comparison of means, only one significant difference occurred: that is, between the school administrators' means (the mean for comparison schools was lower). In the latter comparison, the mean scores for community schools (11-18) for students, community members and the total were all significantly different (higher) than the mean score of the community schools (1-10).

Table 4.25
Community Members' Perceptions of the Amount of Control Exercised Over Local School Affairs by Certain Categories of People

Categories of People	Community Schools (1 - 10)			Comparison Schools			Community Schools (11 - 18)		
	Rank Order	Mean Score (X_1)		Rank Order	Mean Score (X_2)	t-test ($X_1 - X_2$)	Rank Order	Mean Score (X_3)	t-test ($X_1 - X_3$)
a) members of school board	(1)	3.50		(1)	3.48	0.78	(1)	3.46	0.70
b) superintendent	(2)	3.38		(2)	3.24	0.13	(2)	3.28	0.32
c) members of school advisory committee or council (if applicable)	(4)	2.70		(4)	2.66	0.34	(4)	2.78	0.37
d) school administrators	(3)	3.36		(3)	3.19	0.02	(3)	3.27	0.19
e) teachers	(5)	2.60		(5)	2.55	0.56	(5)	2.65	0.47
f) parents of school children	(6)	1.75		(6)	1.72	0.66	(6)	1.83	0.29
g) students	(7)	1.60		(7)	1.59	0.80	(7)	1.73	0.03
h) community members (other than parents of school children)	(8)	1.51		(8)	1.52	0.88	(8)	1.69	0.00
Total Score		19.14			19.13	0.92		19.93	0.03

The amount of control was coded as follows: 1 - Little or None; 2 - Some; 3 - Quite a Bit; 4 - A Great Deal; 5 - A Very Great Deal

Student responses to Questions Seven and Eight (Student Interview).

Questions Seven and Eight were, respectively: "Do students have any input in deciding what they would like to study? Should they have more input?" and "Is the school staff (administrators and teachers) open to suggestions from the students?" Data for these questions are presented in Table 4.26.

In response to Question Seven, all students indicated that they had some input into making decisions regarding the content and method of their studies. However, the percentages of students signifying that they should have more input were 50.0, 60.0 and 18.8, respectively, for the community schools (1-10), comparison schools and community schools (11-18). The remainder of the students were satisfied with their input.

Question Eight responses were divided into three categories each for administrators and teachers. The three categories were "Very open", "quite open" and "not open" to their suggestions. The following percentages of students categorized the administrators in the community schools (1-10), comparison schools and community schools (11-18), respectively, as (1) very open: 40.1, 11.1 and 12.5 percent; (2) quite open: 40.0, 55.5 and 50.0 percent; and (3) not open: 20.0, 33.4 and 37.5 percent. The students also described the teaching staff in the community schools (1-10), comparison schools and community schools (11-18), respectively, as: (1) very open: 60.0, 22.2 and 25.0 percent; (2) quite open: 20.0, 66.6 and 50.0 percent and (3) not open: 20.0, 11.2 and 25.0 percent.

Table 4.26

Percentage Responses of Students to Questions Seven¹ and Eight²
from the Students' Interview Schedule

Response Categories	Community Schools (1 - 10) Mean %	Comparison Schools Mean %	Community Schools (11 - 18) Mean %
Students indicated that:			
1. a) they should have more input into deciding what they would like to study	50.0	60.0	18.8
b) they have enough input into deciding what they would like to study.	50.0	40.0	81.2
2. with respect to accepting suggestions from students			
a) the administrators are very open	40.0	11.1	12.5
b) the administrators are quite open	40.0	55.5	50.0
c) the administrators are not open	20.0	33.4	37.5
d) the teachers are very open	60.0	22.2	25.0
e) the teachers are quite open	20.0	66.6	50.0
f) the teachers are not open	20.0	11.2	25.0

¹Question Seven: Do students have any input in deciding what they would like to study? Should they have more input?

²Question Eight: Is the school staff (administrators and teachers) open to suggestions from the students?

MAINTENANCE SUBSYSTEMS

Satisfaction with teaching. The data for this section were obtained from the "Satisfaction with Teaching" Factor of the Purdue Teacher Opinionnaire which was included as a portion (twenty items) of Question 6 of the TQ. The higher the score, the more a teacher was satisfied with teaching. The data are displayed in Table 4.27.

The "satisfaction with teaching" scores for community schools (1-10) ranged from 57.9 to 70.0 producing a mean of 63.8. The comparison schools' mean was 63.4, and the lowest and highest individual school scores were 58.9 and 70.2. The mean for the community schools (11-18) was 63.8, with a school range from 58.5 to 73.1.

Utilizing t-tests, the means of the community schools (1-10) and comparison schools, and the community schools (1-10) and community schools (11-18) were compared. No significant differences were found between the two pairs of means at the 0.05 probability level.

Teacher status. This section's scores were obtained from the Purdue Teacher Opinionnaire's factor entitled "Teacher Status". Question Six of the TQ included this factor (eight items) as a portion of its twenty-eight items. The higher the score, the higher was the teachers' perceived status. Table 4.28 presents the data for this factor.

The mean "Teacher Status" score was 21.9 for the community schools (1-10), with the individual school scores ranging from 18.3 to 25.8. The comparison schools' low and high scores were 17.6

Table 4.27
Mean Scores for "Satisfaction With Teacher" Factor
from Purdue Teacher Opinionnaire

Community Schools	Satisfaction with Teaching: Mean Score	Comparison Schools	Satisfaction with Teaching: Mean Score
1.	67.5	1.	62.3
2.	59.1	2.	66.5
3.	70.0	3.	61.4
4.	63.8	4.	58.9
5.	63.7	5.	65.5
6.	68.5	6.	70.2
7.	64.0	7.	59.5
8.	57.9	8.	62.3
9.	63.3	9.	63.8
10.	61.2	10.	61.8
Total (X_1)	63.8	Total (X_2)	63.4
11.	64.9		
12.	68.5		
13.	61.0		
14.	58.5		
15.	65.9		
16.	73.1		
17.	60.1		
18.	64.6		
Total (X_3)	63.8		
		t-ratio	p
			(two-tailed)
	X_1 and X_2	0.30	0.76
	X_1 and X_3	0.00	1.00
			Significance
			NS
			NS

Table 4.28
Mean Scores for "Teacher Status" Factor
from Purdue Teacher Opinionnaire

Community Schools	Teacher Status: Mean Score	Comparison Schools	Teacher Status: Mean Score
1.	22.7	1.	20.1
2.	18.3	2.	23.0
3.	25.8	3.	20.1
4.	25.7	4.	20.9
5.	22.7	5.	21.7
6.	23.5	6.	24.7
7.	20.8	7.	17.6
8.	21.3	8.	19.1
9.	21.9	9.	22.2
10.	21.3	10.	19.6
Total (X_1)	21.9	Total (X_2)	20.9
11.	20.8		
12.	20.5		
13.	20.5		
14.	18.2		
15.	21.1		
16.	22.0		
17.	21.7		
18.	21.8		
Total (X_3)	20.6		

	t-ratio	p (two-tailed)	Significance
X_1 and X_2	1.57	0.12	NS
X_1 and X_3	2.08	0.04	S

and 24.7, and the mean was 20.9. The community schools (11-18) had a mean score of 20.6 and a school range of 18.2 to 22.0.

When the means of the community schools (1-10) and comparison schools were compared with a t-test, they were not significantly different at the 0.05 probability level. However, a significant difference did occur between the mean of the community schools (1-10) and the lower mean of the community schools (11-18).

Student responses to Question Nine (Student Interview).

Question Nine asked, "How would you compare this school, academically and socially, to others in your city, town or area?" Data, representing the responses to this question, are presented in Table 4.29.

Table 4.29

Percentage Responses of Students to Question Nine¹
from the Students' Interview Schedule

Response Categories	Community Schools (1 - 10)	Comparison Schools	Community Schools (11 - 18)
	Mean %	Mean %	Mean %
Students indicated that in comparison to other schools, academically and socially, their school was:			
(1) Above average	50.0	50.0	50.0
(2) Average	30.0	30.0	50.0
(3) Below average	20.0	20.0	0.0

¹Question Nine: How would you compare this school, academically and socially, to others in your city, town or area?

The following percentages of students from community schools (1-10), comparison schools and community schools (11-18), respectively, indicated that in comparison to other schools, academically and socially, their school was: (1) above average: 50.0, 50.0 and 50.0 percent; (2) average: 30.0, 30.0 and 50.0 percent; and (3) below average: 20.0, 20.0, and 0.0 percent.

ADAPTIVE SUBSYSTEMS

SCQ, community school education component five. The scores for community school education component five, Delivery and Coordination of Community Services, were obtained from the administrators' SCQ's. These scores are presented in Table 4.30. The hypothetical model community school was assigned 4.0 points on this component.

The mean of community schools (1-10) was 7.38 and the individual schools' high and low scores were 2.29 and 12.58. The comparison schools' mean was 1.92, and the score range was 0.00 to 6.86. In the group of community schools (11-18), the low and high scores were 1.50 and 6.00, and the mean was 3.76.

Utilizing t-tests, the community schools (1-10) and the comparison schools, and the community schools (1-10) and the community schools (1-18) were compared. The mean of the community schools (1-10) was significantly different (higher) than both of the other means at the 0.05 probability level, indicating that these schools were more involved in coordinating community services than were the other two groups of schools.

Table 4.30

Scores for Community School Education Component¹
Number Five¹ from Administrators' SCQ's

Community Schools	Component Five Scores	Comparison Schools	Component Five Scores
1.	12.58	1.	0.60
2.	2.29	2.	2.33
3.	3.75	3.	6.86
4.	12.00	4.	1.50
5.	8.06	5.	1.67
6.	11.67	6.	0.00
7.	2.40	7.	2.74
8.	4.50	8.	1.41
9.	10.55	9.	2.07
10.	6.00	10.	0.00
Mean (X_1)	7.38	Mean (X_2)	1.92
11.	2.40		
12.	1.50		
13.	3.10		
14.	4.05		
15.	3.57		
16.	5.65		
17.	6.00		
18.	3.81		
Mean (X_3)	3.76		

	t -ratio	p (two-tailed)	Significance
X_1 and X_2	3.80	0.00	S
X_1 and X_3	2.36	0.03	S

¹Component Five: Delivery and Coordination of Community Services

Goal number nine: SCQ, TQ and CMQ. The statement of goal nine was, "Prevents duplication of services by co-ordinating activities with other agencies in the community." Scores of 1, 2, 3 and 4 were assigned, respectively, to the responses, "not important", "somewhat important", "important" and "very important" on both Actual and Preferred dimensions. Therefore, the magnitude of the mean score obtained from a group's responses was directly proportional to the importance that group placed on the goal of coordinating activities to prevent duplication of services. Data are presented in Table 4.31.

The mean Actual and Preferred scores for community schools (1-10) were, respectively, 3.10 and 3.60 (administrators); 2.42 and 2.99 (teachers); and 2.28 and 2.87 (community members). Each of the respondents' Actual means were significantly different (t-test, 0.05 probability) than their higher Preferred means. An F-test (0.05 probability) on the three Actual means found a significant difference between the administrators' and community members' means, the former being higher. A second F-test on the Preferred means found a significant difference in the same direction between the administrators and community members.

The comparison schools' Actual and Preferred means were, respectively, 2.10 and 2.50 (administrators); 1.91 and 2.57 (teachers); and 2.03 and 2.77 (community members). The Actual means of the teachers and community members were significantly different (t-tests) from their higher Preferred scores. F-tests on the three Actual and three

Table 4.31

Mean Scores for Goal Number Nine¹ on SCQ, TQ And CMQ; Actual and Preferred Responses

Schools	Administrators SCQ			Teachers TQ			Community Members CMQ		
	Means		t-ratio	Means		t-ratio	Means		t-ratio
	A	P		A	P		A	P	
1) Community (1-10)	3.10	3.60	-2.06	2.42	2.99	-5.86	2.28	2.87	-9.58
2) Comparison	2.10	2.50	-1.24	1.91	2.57	-6.84	2.03	2.77	-9.78
3) Community (11-18)	3.25	3.63	-0.83	2.48	3.06	-6.03	2.27	2.90	-8.85
F-test among the three groups of respondents									
F-ratio	Community Schools (1-10)			Comparison Schools			Community Schools (11-18)		
	A	P		A	P		A	P	
	4.85	admin. & comm. members		4.95	admin. & comm. members		2.69	admin. & comm. members	4.77
Significant difference between means of: (Scheffé; p=0.05)									
t-tests between groups of schools									
Groups 1) and 2): Actual.	Administrators SCQ			Teachers TQ			Community CMQ		
	t-ratio			t-ratio			t-ratio		
	3.03	0.01		5.12	0.00		3.63	0.00	
Groups 1) and 2): Preferred	4.71	0.00		4.50	0.00		1.48	0.13	
Groups 1) and 3): Actual	-0.36	0.72		-0.58	0.56		0.15	0.85	
Groups 1) and 3): Preferred	-0.10	0.92		-0.80	0.42		-0.56	0.58	

¹Statement of Goal: Prevents duplication of services by co-ordinating activities with other agencies in the community.

Scores: 1 - Not Important; 2 - Somewhat Important; 3 - Important; 4 - Very Important

Note: All probabilities in this Table are two-tailed.

Preferred means yielded no significant differences among the respondents' Actual responses or Preferred responses.

The Actual and Preferred means for the community schools (11-18) were, respectively, 3.25 and 3.63 (administrators); 2.48 and 3.06 (teachers); and 2.27 and 2.90 (community members). The teachers' and community members' Actual means were significantly lower than their Preferred means (t-tests). In addition, the administrators' and community members' Actual as well as Preferred means were significantly different (F-tests), the administrators' scores being consistently higher.

T-tests were used to compare the means of community schools (1-10) and comparison schools and community schools (1-10) and community schools (11-18). In the former comparison the following pairs of means were significantly different, the means of the community schools (1-10) always being higher: (1) administrators' Actual; (2) administrators' Preferred; (3) teachers' Actual; (4) teachers' Preferred; and (5) community members' Actual. In the latter comparison, no significant differences were obtained.

Goal number ten: SCQ, TQ and CMQ. The statement of goal number ten was, "Prevents lack of services by co-ordinating activities with other agencies in the community." This goal was scored in the same manner as goal number nine above. The importance that a group placed on the goal of coordinating activities to prevent a lack of services was directly proportional to the magnitude of the mean score obtained from the group's responses. The data are presented in Table 4.32.

Table 4.32
Mean Scores for Goal Number Ten¹ on SCQ, TQ and CMQ; Actual and Preferred Responses

Schools	Administrators SCQ			Teachers TQ			Community Members CMQ		
	Means	t-ratio	p	Means	t-ratio	p	Means	t-ratio	p
1) Community (1-10)	2.50	3.10	0.25	2.54	2.94	0.00	2.18	2.74	-9.33 0.00
2) Comparison	1.70	2.20	0.15	1.84	2.47	0.00	1.97	2.70	-9.71 0.00
3) Community (11-18)	2.88	3.38	0.23	2.38	2.93	0.00	2.18	2.79	-8.21 0.00
F-test among the three groups of respondents									
F-ratio	Community Schools (1-10)			Comparison Schools			Community Schools (11-18)		
	A	P		A	P		A	P	
Significant difference between means of:									
(Scheffé; p=0.05)									
t-tests between groups of schools									
Administrators SCQ			Teachers TQ			Community CMQ			
t-ratio	p		t-ratio	p		t-ratio	p		
1.99	0.06		7.03	0.00		3.17	0.00		
1.99	0.06		4.70	0.00		0.62	0.54		
-0.76	0.46		1.56	0.12		0.00	1.00		
-0.60	0.55		0.18	0.85		-0.85	0.40		

¹Statement of Goal: Prevents lack of services by co-ordinating activities with other agencies in the community.

Scores: 1 - Not Important; 2 - Somewhat Important; 3 - Important; 4 - Very Important

Note: All probabilities in this Table are two-tailed.

The Actual and Preferred means for the community schools (1-10) were, respectively, 2.50 and 3.10 (administrators); 2.54 and 2.94 (teachers); and 2.18 and 2.74 (community members). Both the teachers' and community members' Actual scores were significantly different than their higher Preferred scores. F-tests on the three Actual scores and three Preferred scores indicated that, in both cases, the teachers' scores were significantly higher than the community members' scores.

The comparison schools' Actual and Preferred means were, respectively, 1.70 and 2.20 (administrators); 1.84 and 2.47 (teachers); and 1.97 and 2.70 (community members). The Actual scores for both the teachers and community members were significantly different (t-test) than their higher Preferred scores. The F-test on the three Actual scores found no significant differences. However, the F-test on the Preferred scores indicated a significant difference between the teachers' and community members' means, the latter being higher.

The Actual and Preferred means for the community schools (11-18) were, respectively, 2.88 and 3.38 (administrators); 2.38 and 2.93 (teachers); and 2.18 and 2.79 (community members). Once again, the teachers' and community members' Actual means were significantly different (t-test, 0.05 probability) than their higher Preferred means. The F-tests on the three Actual means and three Preferred means did not reveal any significant differences.

T-tests for significant differences between means were completed on the responses from community schools (1-10) and comparison schools, and community schools (1-10) and community schools (11-18). In the former comparison, only the following pairs of means were significantly different, the community schools (1-10) being higher: (1) teachers'

Actual, (2) teachers' Preferred, and (3) community members' Actual. In the latter comparison no significant differences were found.

Goal number thirteen: SCQ, TQ and CMQ. Goal number thirteen was stated as, "Develops means of evaluating the extent to which the programs or processes are meeting the previously set goals." The scoring was identical to goal number nine above. The magnitude of the mean score obtained from a group's responses was directly proportional to the importance that group placed on the goal of evaluating programs. The data are presented in Table 4.33.

The Actual and Preferred means for the community schools (f-10) were, respectively; 2.30 and 3.60 (administrators); 2.62 and 3.07 (teachers); and 2.39 and 3.11 (community members). Each of the respondents' Actual scores were significantly different from their higher Preferred scores (t-test, 0.05 probability). The F-test on the three Actual scores indicated that the teachers' Actual responses were significantly higher than the community members' Actual responses. There were no significant differences among the three Preferred means.

The comparison schools' means were, respectively, 1.67 and 2.67 (administrators); 2.02 and 2.80 (teachers); and 2.13 and 3.03 (community members). Significant differences (t-test) were found between each of the respondents' Actual means when compared to their higher Preferred means. No significant differences (F-test) were found among the three respondents' Actual scores. However, the teachers' Preferred mean was significantly lower than the community members' Preferred mean at the 0.05 probability level.

Table 4.33

Mean Scores for Goal Number Thirteen¹ on SCQ, TQ and CMQ: Actual and Preferred Responses

Schools	Administrators			Teachers			Community Members					
	SQ			TQ			CMQ					
	Means	t-ratio	p	Means	t-ratio	p	Means	t-ratio	p			
	A	P		A	P		A	P				
1) Community (1-10)	2.30	3.60	-3.81	0.00	2.62	3.07	-4.74	0.00	2.39	3.11	-13.38	0.00
2) Comparison	1.67	2.67	-2.68	0.02	2.02	2.80	-7.77	0.00	2.13	3.03	-13.29	0.00
3) Community (11-18)	2.88	5.38	-1.05	0.31	2.27	3.07	-7.61	0.00	2.35	3.01	-9.43	0.00
F-test among the three groups of respondents												
				Community Schools (1-10)			Comparison Schools (11-18)			Community Schools (11-18)		
F-ratio				A	P		A	P		A	P	
				4.65	2.44	2.00	--	4.37	1.95	0.94	--	
Significant difference between means of: (Scheffé; p=0.05)												
				teachers & comm. members			teachers & comm. members			teachers & comm. members		
t-tests between groups of schools												
				Administrators SQ			Teachers TQ			Community CMQ		
				t-ratio	p		t-ratio	p		t-ratio	p	
Groups 1) and 2): Actual				1.63	0.12		6.11	0.00		4.02	0.00	
Groups 1) and 2): Preferred				2.89	0.01		2.81	0.01		1.39	0.16	
Groups 1) and 3): Actual				-1.11	0.28		3.37	0.00		0.52	0.61	
Groups 1) and 3): Preferred				0.92	0.37		0.02	1.00		1.75	0.08	

¹Statement of Goal: Develops means of evaluating the extent to which the programs or processes are meeting the previously set goals.

Scores: 1 - Not Important; 2 - Somewhat Important; 3 - Important; 4 - Very Important

Note: All probabilities in this Table are two-tailed.

The Actual and Preferred means of the community schools (11-18) were, respectively, 2.88 and 3.38 (administrators); 2.27 and 3.07 (teachers); and 2.35 and 3.01 (community members). The Actual means of the teachers and community members were significantly lower than their Preferred means (t-tests). The two F-tests on the three Actual and three Preferred means did not show any significant differences among these means.

To determine significant differences between the community schools (1-10) and comparison schools, and the community schools (1-10) and community schools (11-18), their pairs of means were subjected to t-tests. At 0.05 probability, the following pairs of means in the first comparison were significantly different: (1) administrators' Preferred, (2) teachers' Actual, (3) teachers' Preferred, and (4) community members' Actual. In each case the community schools (1-10) had higher means than the comparison schools. In the second comparison, only one set of means was significantly different, that is, the teachers in the community schools (1-10) had a higher Actual score than the teachers in the community schools (11-18).

MANAGERIAL SUBSYSTEMS

SCQ, community school education component seven. The scores for community school component seven, Administration, were obtained from the administrators' SCQ's. The data are presented in Table 4.34. The higher the score obtained by a school, the more administrative emphasis was being placed on developing school-community relations. The hypothetical model was assigned 4.0 points on this component.

Table 4.34

Scores for Community School Education Component
Number Seven¹ from Administrators' SCQ's

Community Schools	Component Seven Scores	Comparison Schools	Component Seven Scores
1.	4.00	1.	0.00
2.	4.00	2.	2.50
3.	3.00	3.	2.50
4.	2.50	4.	0.00
5.	3.00	5.	0.00
6.	4.00	6.	0.00
7.	3.50	7.	0.00
8.	0.00	8.	0.00
9.	4.00	9.	0.00
10.	0.00	10.	0.00
Mean (X ₁)	2.80	Mean (X ₂)	0.50
11.	2.50		
12.	4.00		
13.	2.50		
14.	3.50		
15.	3.00		
16.	0.00		
17.	0.00		
18.	4.00		
Mean (X ₃)	2.44		

	t- ratio	P (two-tailed)	Significance
X ₁ and X ₂	3.85	0.00	S
X ₁ and X ₃	0.48	0.64	NS

¹Component Seven: Administration

The mean score on component seven for the community schools (1-10) was 2.80, and the individual schools ranged in magnitude from 0.00 to 4.00. The comparison schools' mean was 0.50, with a low and high score of 0.00 (eight schools scored 0.00) and 2.50. The community schools (11-18) had a mean of 2.44 and scores ranging from 0.00 to 4.00.

T-tests were applied to detect significant differences between, first, the means of community schools (1-10) and comparison schools, and, second, community schools (1-10) and community schools (11-18). The first comparison indicated that the community schools were placing significantly more effort into administering school-community relations than were the comparison schools. No significant difference was found between the community schools (1-10) and community schools (11-18).

Goal number eight: SCQ, TQ and CMQ. The statement of goal number eight was, "Provides initiative and leadership in planning and implementing community projects." The scores of 1, 2, 3 and 4 were assigned, respectively, to the responses, "not important", "somewhat important", "important" and "very important". Therefore, the higher the score, the more importance was placed on the goal. The data are presented in Table 4.35.

The mean Actual and Preferred scores for the community schools (1-10) were 3.00 and 3.20 (administrators); 2.58 and 2.96 (teachers); and 2.22 and 2.79 (community members). The teachers' and community members' Actual means were significantly higher (t-tests) than their Preferred means and, therefore, they would prefer to see more emphasis placed on this goal. An F-test on the three Actual

Table 4.35

Mean Scores for Goal Number Eight¹ on SCQ, TQ and CMQ; Actual and Preferred Responses

Schools	Administrators			Teachers			Community Members		
	Means	t-ratio	p	Means	t-ratio	p	Means	t-ratio	p
1) Community (1-10)	3.00	3.20	0.51	2.58	2.96	-3.71	2.22	2.79	-10.15
2) Comparison	1.60	2.20	-1.64	1.86	2.35	-4.51	1.97	2.77	-11.44
3) Community (11-18)	3.00	3.25	-0.51	2.43	2.89	-4.76	2.25	3.01	-10.67
F-test among the three groups of respondents									
F-ratio	Community Schools (1-10)			Comparison Schools			Community Schools (11-18)		
	A	P		A	P		A	P	
Significant difference between means of: (Scheffé; p=0.05)									
	12.23	admin. & comm. members	3.52	1.55	11.85	teachers & comm. members	4.09	1.66	--
t-tests between groups of schools									
Administrators SCQ			Teachers TQ			Community CMQ			
t-ratio	p		t-ratio	p		t-ratio	p		
Groups 1) and 2): Actual	3.78	0.00	6.51	0.00		3.89	0.00		
Groups 1) and 2): Preferred	2.61	0.02	5.94	0.00		0.26	0.79		
Groups 1) and 3): Actual	0.00	1.00	1.36	0.17		-0.45	0.66		
Groups 1) and 3): Preferred	-0.14	0.89	0.81	0.41		-3.60	0.00		

¹Statement of Goal: Provides initiative and leadership in planning and implementing community projects.

Scores: 1 - Not Important; 2 - Somewhat Important; 3 - Important; 4 - Very Important

Note: All probabilities in this Table are two-tailed.

scores indicated significant differences between, first, the Actual mean of the administrators and the lower Actual mean of the community members; and, second, between the Actual mean of the teachers and the lower Actual mean of the community members. The F-test on the three Preferred means did not yield any significant differences at the 0.05 probability level.

The comparison schools' Actual and Preferred means were, respectively, 1.60 and 2.20 (administrators); 1.86 and 2.35 (teachers); and 1.97 and 2.77 (community members). Both the community members' and teachers' Preferred means were significantly higher than their Actual means. An F-test on the three Actual means found no significant differences. However, an F-test on the Preferred means indicated that the teachers' Preferred answers were significantly lower than the community members' answers.

The Actual and Preferred means of the community schools (11-18) were, respectively, 3.00 and 3.25 (administrators); 2.43 and 2.89 (teachers); and 2.25 and 3.01 (community members). The Preferred means of the teachers and community members were significantly higher than their Actual means at the 0.05 probability level (t-test). Two F-tests on the Actual means and Preferred means indicated no significant differences among the three Actual or three Preferred means.

T-tests were utilized to test pairs of means between, first, community schools (1-10) and comparison schools, and, second, community schools (1-10) and community schools (11-18). In the first comparison, the following pairs of means were significantly different: (1)

administrators' Actual, (2) administrators' Preferred; (3) teachers' Actual, (4) teachers' Preferred, and (5) community members' Actual. In all cases, the means of the community schools (1-10) were higher than the comparison schools' means. Only one significant difference occurred in the second comparison, that is, the Preferred community members' mean of the community schools (11-18) was significantly higher than the community members' Preferred mean of the community schools (1-10).

V. ANALYSIS OF DATA FOR SUB-PROBLEM THREE

Sub-problem three. What are the environmental variables that are descriptive of community schools?

Technological Conditions

Responses to Question Two, Principals' Interview. Question Two asked, "How highly differentiated is the school staff with respect to staff members supporting community school education or not supporting community school education?" The response data are presented in Table 4.36.

To facilitate the reporting of the data, the responses were divided into four categories. The percentage of the eighteen community school principals reporting that the school staff was not differentiated (all staff supported community school education) was 27.8 percent. The percentages of principals indicating that the school staff was slightly differentiated (most staff supported community school education), quite differentiated (small majority supported community school education) and very differentiated (approximately one-half of the staff

Table 4.36
Percentage Responses to Question Two¹
Principals' Interview Schedule

Degree of Staff Differentiation	Community Schools (1 - 10)	Community Schools (11 - 18)	
	Mean %	Mean %	Total Mean %
Not differentiated (all supporting community school education)	40.0	12.5	27.8
Slightly differentiated (most supporting community school education)	30.0	62.5	44.5
Quite differentiated (small majority support- ing community school education)	20.0	12.5	16.6
Very differentiated (approximately one-half supporting community school education)	10.0	12.5	11.1

¹Question Two: How highly differentiated is the school staff with respect to staff members supporting community school education or not supporting community school education?

supported community school education) were 44.5, 16.6 and 11.1 percent, respectively.

Almost all principals suggested that one of the chief responsibilities of a community school coordinator should be to deal with the problems caused by some staff members opposing the development of community school education in the school.

Legal Conditions

Responses to Question Four, Principals' Interview. Question Four asked, "What legal aspects (board policy, etc.) have helped or hindered the development of the community school concept?" The response data are presented in Table 4.37.

The principals mentioned very few legal aspects that had either helped or hindered the development of their community schools. As hindrances, four principals mentioned that their boards gave no direction in the form of policies or role descriptions for community schools and/or community school coordinators. Two other principals mentioned that the lack of formal communication channels to the board was a hindrance, for example, no central office person assigned to work with community schools. Finally, two principals were concerned with a lack of clarity on the issue of who assumes responsibility for a person injured on the school grounds after regular school hours.

Three legal conditions that have helped the development of community schools were identified. First, three principals said that the board's formal designation of their school as a community school had helped to obtain appropriate staff and extra finances. Second, six principals indicated that the board policy of retaining janitors until 11:00 p.m. every night had facilitated the development of the community school program. Finally, seven principals suggested that their community school programs were much easier to develop because their board actively and formally supported community school education.

Table 4.37

Principals' Responses to Question Four¹ from
the Principals' Interview Schedule

Legal Conditions	Community Schools (1 - 10)	Community Schools (11 - 18)	
	Actual Number	Actual Number	Total Number
Hinder:			
(1) No direction from board for community schools (e.g. role description of community school coordinator)	2	2	4
(2) Lack of communication channels through which community school education problems can be directed to board	1	1	2
(3) No discussion on who assumes responsibility for a person injured after regular school hours	1	1	2
Help:			
(1) School is formally designated by the board as a community school	2	1	3
(2) Janitors are retained until 11:00 p.m.	5	1	6
(3) Board actively and formally supports community school education	4	3	7

¹Question Four: What legal aspects (board policy, etc.) have helped or hindered the development of the community school concept?

Political Conditions

Responses to Question Five, Principals' Interview. Question Five asked: "What pressure groups or individuals have been influential in promoting or retarding the growth of the community school concept?"

Response data for the question are presented in Table 4.38.

Table 4.38

Principals' Responses to Question Five¹ from
the Principals' Interview Schedule

Pressure Groups	Community Schools (1 - 10)		Community Schools (11 - 18)		Total Number that	
	Actual Number that prom. ²	ret. ³	Actual Number that prom.	ret.	prom.	ret.
Religious	3	0	0	0	4	0
Recreation	1	0	1	2	2	2
Parents	3	1	2	0	5	1
School board	2	2	0	0	2	2
Others	3	0	3	3	6	3

¹Question Five: What pressure groups or individuals have been influential in promoting or retarding the growth of the community school concept?

²promoted

³retarded

The 18 community school principals identified nineteen groups that promoted the growth of community school education and eight groups that retarded the growth of the community schools. Religious groups were mentioned four times as promoters of community schools and not mentioned at all as retarding the community school development. Recreation groups were mentioned twice as promoters and twice as retarders. Parent groups promoted community school education development in five schools and retarded it in one school. Two principals cited their school boards as promoting the community school concept and two other principals suggested that their boards had hindered the growth of community schools. Finally, six miscellaneous groups (for example, Boy Scouts) were identified as promoting the growth of the community school concept and three miscellaneous groups were cited as retarding the growth of the community school concept.

Responses to Question One, Principals' Interview. Question One asked, "Who provided the initial motivation to develop this school as a community school?" Response data are presented in Table 4.39.

The highest percentage (27.8 percent) of principals credited the school principal¹ and the board, jointly, with providing the initial motivation to develop the community school. The board and principal were identified separately for providing the initial motivation by 22.2 percent of the respondents. The community members and school staff were credited, jointly, with the initial motivation

¹Many of the principals interviewed were not the principal in the school when the community school education concept was introduced.

Table 4.39

Principals' Responses to Question One¹ from
the Principals' Interview Schedule

Persons Providing Initial Motivation to Develop the Community School	Community Schools (1 - 10)	Community Schools (11 - 18)	Total
	Mean %	Mean %	Mean %
Principal and board	30.0	25.0	27.8
Board	30.0	12.5	22.2
Principal	30.0	12.5	22.2
Community members and school staff	10.0	25.0	16.7
Area recreation director and principal	0.0	25.0	11.1

¹Question One: Who provided the initial motivation to develop this school as a community school?

motivation in 16.7 percent of the schools, and the area recreation director and the principal, together, were mentioned as the initial motivation for 11.1 percent of the schools.

Economic Conditions

Responses to Question Six, Principal's Interview. The query in Question Six was "What economic conditions have helped or hindered the development of the community school?" The response data are presented in Table 4.40.

The largest percentage of principals (77.8 percent) identified money from sources other than the regular school budget or government

Table 4.40

Percentage of Principals' Responses to Question Six¹
from the Principals' Interview Schedule

Economic Conditions that:	Community Schools (1 - 10)	Community Schools (11 - 18)	Total
	% of Schools	% of Schools	%
Helped:			
(1) extra money from board	70.0	62.5	66.7
(2) extra money from government projects	80.0	62.5	72.2
(3) extra money from other sources (in addition to school budget or government grants)	80.0	75.0	77.8
Hindered:			
(1) no monies specifically designated for an operating budget	60.0	37.5	50.0
(2) no monies or no assurance of con- tinuation of monies for community school coordinator	40.0	25.0	33.3
(3) no monies for replacement of worn equipment	40.0	25.0	33.3

¹Question Six. What economic conditions have helped or hindered the development of the community school concept?

grants (for example, school fund raising projects) as a helpful economic condition. However, extra money from the board and the government were identified as helpful economic conditions by 66.7 and 72.2 percent, respectively, of the principals.

Fifty percent of the principals said that the community school program was hindered by not having monies specifically designated for an operating budget. "No monies or no assurance of a continuation of monies for a community school coordinator" was a problem in 33.3 percent of the schools, as was "no monies for replacement of worn equipment."

Demographic and Cultural Conditions

Responses to Question Seven, Principals' Interview. Question Seven asked: "What are the demographic conditions of the community?" Response data are presented in Table 4.41.

Of the eighteen principals interviewed, 50.0 percent said that the school's community had a cross-section of age groups and 50.0 percent said that the school's community was mainly composed of young people. In addition, 61.1 percent of the principals said that many single parent families lived in the school's jurisdiction.

When the principals were asked if demographic conditions had influenced the school's program, 83.3 percent replied in the affirmative. For example, some schools had after-school supervision for young children with a working single parent, while others had programs for senior citizens.

Table 4.41

Principals' Responses to Question Seven¹ from
the Principals' Interview Schedule

Demographic Conditions	Community Schools (1 - 10)	Community Schools (11 - 18)	Total
	% of Schools	% of Schools	%
1. (a) Cross-section of age groups in the community	60.0	37.5	50.0
(b) Community is mostly young people	40.0	62.5	50.0
2. Many single-parent families in the community	50.0	75.0	61.1
3. The school program has been influenced by demographic conditions	90.0	75.0	83.3

¹Question Seven. What are the demographic conditions of the community?

Responses to Question Three, Principals' Interview. Question Three asked, "Is the school's community homogeneous or heterogeneous¹ with respect to socio-economic level and cultural background?"

Table 4.42 presents the response data.

¹A community was described as heterogeneous if the differences were directly affecting school performance and/or programs (for example, children's native language was not English).

Table 4.42

Principals' Responses to Question Three¹ from
the Principals' Interview Schedule

School's Community	Community Schools (1 - 10)	Community Schools (11 - 18)	
	Mean $\bar{x}$	Mean $\bar{x}$	Mean $\bar{x}$
1. Socio-economic level			
(a) homogeneous			
- lower class	30.0	12.5	22.2
- middle class	20.0	12.5	16.7
- upper middle class	10.0	12.5	11.1
(b) heterogeneous	40.0	62.5	50.0
2. Cultural background			
(a) homogeneous	70.0	50.0	61.1
(b) heterogeneous	30.0	50.0	38.9

¹Question Three: Is the school's community homogeneous or heterogeneous with respect to socio-economic level and cultural background? (A community was described as heterogeneous if the differences were directly affecting school performance and programs, for example, children's native language was not English).

According to the principals, 50.0 percent of the community schools' communities had a heterogeneous socio-economic level; 22.2 percent had a homogeneous lower class socio-economic level; 16.7 percent had a homogeneous middle class socio-economic level; and 11.1 percent had a homogeneous upper-middle-class socio-economic level.

With respect to cultural background, 61.1 percent of the schools' communities were homogeneous and 38.9 percent were heterogeneous. The heterogeneous cultural backgrounds varied from two main groups, for example, white and metis, to many different cultural

groups, for example, Portuguese, Chinese, native Indians and French Canadian.

VI. SUMMARY

This chapter has presented the analysis of the data collected for the study. The data were arranged under the three sub-problem headings.

Sub-problem One

The first sub-problem was concerned with the number of community schools in Alberta and the development of the community school education components in their programs. The school superintendents of Alberta identified 94 schools in their jurisdictions as community schools. Subsequently, the principals of 83 of these schools completed SCQ's from which it was possible to measure the development of the seven community school education components in the schools.

The most highly developed community school education component in Alberta community schools was the Delivery and Coordination of Community Services. The rank order of the other components was, 1) Additional Programs for School Age Children and Youth, 2) Educational Program for School Age Children, 3) Joint Use of School and Community Facilities, 4) Administration, 5) Community Involvement and 6) Programs for Adults. None of the components in the Alberta community schools was as well developed as the hypothetical model community school's components. In fact, only the first three components were developed to at least one-half the development of the model's components.

Sub-problem Two

V In an attempt to describe the organizational characteristics of community schools, data were gathered from eighteen community schools and ten comparison schools for sub-problem two.

Production subsystems. The first set of results obtained for the production subsystems dealt with the regular daytime school program. The data analysis indicated that administrators, community members and students thought that the community schools placed significantly more importance on a community-based program than did the comparison schools. The community members also perceived the community schools as placing significantly more importance on the academic program than the comparison schools.

The teachers' responses were widely varied with respect to whether the community schools' production subsystems were significantly different than those of the comparison schools. The TQ responses on actual school activities did not produce significant differences between the community schools and comparison schools regarding percentages of class time students were involved in community-based activities, percentages of classroom activities related to the schools' immediate communities or number of resource people participating in class activities. But the teacher responses to the goals indicated that the community schools were seen as placing significantly more importance on utilizing human community resources in the daytime program and encouraging staff to involve students in real life community activities than did the comparison schools.

The production subsystems' second set of results dealt with the joint use of school and community facilities. The administrators' SCQ data and the teachers' and community members' responses to the goals signified that community schools made significantly more use and placed more importance on the use of school and community facilities than did comparison schools.

The third set of production subsystems results dealt with additional programs for youth. Data from the administrators' SCQ's, and administrators', teachers' and community members' goals indicated that community schools placed significantly more importance on relevant programs for children, other than the regular academic program than did comparison schools. The students concurred with these results as a higher percentage of students in community schools than in comparison schools thought their schools offered enough extra-curricular programs.

The final data for the production subsystems analyzed programs for adults. According to the data from the administrators' SCQ's and the administrators', teachers' and community members' responses to the goal on adult programs, community schools offered more adult programs and placed significantly more importance on providing adult programs than did comparison schools.

Supportive subsystems. The data collected for the supportive subsystems concentrated on the amount of community involvement in educational decision-making. Data from the administrators' SCQ's and administrators' and teachers' goal responses signified that community schools had significantly more community involvement and placed more importance on community involvement than did comparison schools.

Teachers from the community schools and comparison schools ranked the categories of people associated with the schools in the same order with respect to the amount of control they exercised over local school affairs. But the teachers from the community schools gave significantly more control to all categories, except their own, than did the teachers from comparison schools. When the community members were asked to rank the same categories of people with respect to their amount of control, generally, there were no significant differences in the rank order or amount of control between the community schools and the comparison schools.

The students in the community schools appeared to be more satisfied with their amount of input into decisions regarding their studies than were the students in the comparison schools. In addition, community school students perceived both their teachers and principals as more open to their suggestions than did the students in comparison schools.

Maintenance subsystems. Data for organizational subsystems focused on the satisfaction of school personnel, i.e. students and teachers. No significant differences were found between the community school and comparison school teachers with respect to job satisfaction and status. In addition, community school and comparison school students did not rate their schools differently when making a comparison to other schools in their area.

Adaptive subsystems. The data for adaptive subsystems were obtained to determine the degree of cooperation between the school and other agencies in the community. The administrators' SCQ data

indicated that the community schools made a significantly greater attempt to meet with other community agencies to coordinate activities than did comparison schools. Goal data signified, first, that administrators, teachers and community members perceived community schools as placing significantly more importance than comparison schools on preventing a duplication of services; second, that teachers and community members perceived community schools as being significantly more concerned than comparison schools with preventing a lack of services; and third, that teachers and community members viewed community schools as placing significantly more importance on evaluating programs than comparison schools.

Managerial subsystems. The data gathered for managerial subsystems concentrated on the amount of administrative time and effort placed by the school on initiating school-community projects. The data from the administrators' SCQ's indicated that the community schools allocated significantly more time to administering school-community relations than did the comparison schools. In addition, goal data signified that administrators, community members and teachers perceived that community schools placed significantly more importance on providing initiative and leadership in planning and implementing community projects than did comparison schools.

Sub-problem Three

Data were gathered for sub-problem three in an attempt to determine the environmental variables descriptive of community schools. Interviews with the principals of the selected eighteen community schools supplied the data.

The vast majority of the community schools had all or most of their staff supporting community school education. Legal (policy) conditions of importance to the community schools seemed to be primarily linked to school boards. Principals emphasized the importance of a community school being formally recognized and supported by the board.

Political conditions did not seem to play an active role in affecting the growth of community schools. Economic conditions, however, appeared to be important, especially when monies were directed specifically to community school projects and personnel. Most of this type of money came from internal school sources, government grants or school boards.

Demographic and cultural conditions appeared to affect the type of programs offered in community schools. In addition, a slightly high disproportionate number of community schools seemed to be located in multi-cultural, lower soci-economic level neighborhoods.

Chapter 5

SUMMARY, CONCLUSIONS AND IMPLICATIONS

A brief summary of the problems, instrumentation and methodology of the study are presented in the first section of this chapter. The second section contains the conclusions and implications for education and suggestions for further research.

SUMMARY

Statement of the Problem

The major problem of this study was to analyze the community school education concept in community schools in the Province of Alberta, and to determine the organizational and environmental characteristics which are descriptive of the community school education program in the Province.

Sub-problem one. How many community schools are presently operating in Alberta? To what degree are the components of community education developed in their programs?

Sub-problem two. What are the organizational characteristics that are descriptive of community schools and, in relation to comparison schools, how prevalent and accepted (by teachers, students and community members) are these characteristics in the community schools of Alberta?

Sub-problem three. What are the environmental variables that are descriptive of community schools?

Instrumentation and Methodology

Three questionnaires were designed to collect data for this study. The first questionnaire, School-Community Questionnaire (SCQ), was completed by 83 community school principals and 10 comparison school¹ principals, and provided information on seven community school education components with respect to each of the schools. The information from the 83 SCQ's was used in the analysis of data for sub-problem one.

The information from each school's SCQ was scored with respect to the degree to which the school resembled a model community school. Then the 18 community schools that had the highest scores on the SCQ plus the 10 comparison schools were used as the sample of schools for sub-problem two.

The second questionnaire, the Teachers' Questionnaire (TQ), was designed to collect information from the teachers in the 28 sample schools involving their commitment to and satisfaction with community school education. Four hundred and sixty-two TQ's (69.7 percent) were completed and returned and the data from these questionnaires were utilized in the analysis for sub-problem two.

The Community Members' Questionnaire (CMQ) was designed to collect information from the community members in the areas of the sample schools with regard to their perceptions of the control and goals

¹The comparison schools were randomly selected from the Alberta schools that were not identified by the superintendents as community schools and matched with the top 10 community schools on variables such as school size, school grade levels and type of school community.

of the schools. The data from 1110 TQ's (49.6 percent) were used in the analysis for sub-problem two. Interviews were held with three students from each school and this information was used for sub-problem two. The data for sub-problem three were obtained from interviews with the principals from the 18 selected community schools.

Interview data were described by utilizing percentages and frequencies. The questionnaire variables were analyzed with the assistance of t-tests and F-tests¹. The a priori level of significance for both tests was set at .05 (two-tailed).

CONCLUSIONS AND IMPLICATIONS

This section presents the conclusions of the study and their implications. Each conclusion and implication is arranged under the sub-problem to which it applies.

Sub-problem One - Conclusions and Implications

Sub-problem one. How many community schools are presently operating in Alberta? To what degree are the components of community school education developed in their programs?

Conclusions. 1) Considering that the first Canadian community schools were started in 1971, a relatively large percentage of schools in Alberta (7.3 percent) were identified by their superintendents as community schools.

2) Of the seven components of community school education utilized in this study, none was developed in the community schools

¹Whenever the F-ratio was significant, it was followed by the Scheffé method of testing for significant differences between pairs of means.

of Alberta to the level of the model community school. In fact, four of the components, joint use of school and community facilities, programs for adults, community involvement and administration, were developed to less than one-half of the level of the model community school.

Implications. The relatively large percentage of schools identified by superintendents as community schools and the low scores obtained by these schools on the components of community school education implies that the superintendents' concept of community schools is different from the concept supplied by the community school education literature. The desire of superintendents to identify schools as community schools points out that much more emphasis should be placed on understanding the community school education concept by people at all levels, i.e., Provincial departments, local school jurisdictions and university departments.

Alberta community schools generally should place more emphasis on each of the seven community education components. However, special emphasis should be placed on promoting more joint use of school and community facilities, developing more adult programs, and encouraging more community involvement in educational decision-making. Also more community school coordinators should be hired and/or administrators should be encouraged to spend more time promoting school-community relations.

Sub-problem Two - Conclusions and Implications

Sub-problem two. What are the organizational characteristics that are descriptive of community schools and, in relation to comparison schools, how prevalent and accepted (by teachers, students and community members) are these characteristics in the community schools of Alberta?

Conclusions - production subsystems. 1) Generally, the regular

educational program at the community schools in the study was based significantly more on local community activities than was the program in the comparison schools studied. Administrators, teachers, students and community members from both community and comparison schools preferred to have significantly more importance placed on a community-based program.

2) In the schools studied, the community schools made significantly more joint use of school and community facilities than did the comparison schools. The administrators, community members and teachers from both community and comparison schools preferred to have significantly more importance placed on the joint use of school and community facilities.

3) In the schools studied, the community schools had (proportionately) significantly more additional programs for students, and more students in these programs, than did comparison schools. Generally, administrators, teachers and community members from both community and comparison schools preferred to have significantly more importance placed on these types of programs than was the case.

4) With respect to the schools studied, the community schools had (proportionately) significantly more adult programs, and more participants in these programs, than did comparison schools. From both types of schools, teachers and administrators preferred to have significantly more importance placed on the presentation of adult programs than was the case.

Implications - production subsystems. With the community schools' production subsystems differing significantly from that of the comparison schools, both educators and laypersons may find the knowledge of these differences helpful in deciding to promote or retard the growth of community schools in their areas. A more community-based curriculum (production subsystems) would seem to imply two major differences from a "non-community school" situation. First, educators in community schools take the initiative in developing curriculum that reflects the local community lifestyle and are given the freedom to do so. Second, community members are prepared to visit the school and share their knowledge and expertise with the teachers and students.

An increase in the joint use of school and community facilities implies that people involved with community schools are prepared for higher maintenance costs; students leaving the school during regular school hours to use community facilities; joint agreements between the school board and other organizations; and community members, other than regular daytime students, using all school facilities.

With community schools placing more emphasis than comparison schools on additional programs for children, the regular community school staff appear to be prepared to assume responsibility for some of these programs, and to encourage community members to assist in the planning and instruction of many other programs.

With adult programs being an important aspect of the community school curriculum, administrators seem to be aware that some adults

will want to have programs during regular school hours, possibly causing timetabling problems. However, most adult programs are held at night, creating a need for instructors and maintenance staff, both of which require additional money from the board and/or Provincial government.

Conclusions - supportive subsystems. 1) With reference to the schools in the study, community schools had significantly more community involvement than did comparison schools. Administrators, teachers and community members from both types of schools preferred to have significantly more community involvement than was the case.

2) The teachers in the study indicated that the same types of people control community schools and comparison schools, but in community schools these people have significantly more control over local school affairs than they did in comparison schools. However, the study's community members did not perceive any significant differences between community schools and comparison schools with respect to the control over local school affairs by these same categories of people.

Implications - supportive subsystems. With significantly more community involvement in community schools than comparison schools the implications for educators involve more sharing of decision-making powers and consultation with community members. Community school educators will probably have to know their community members better and be more politically astute and accepting of the contribution of others to the school program than would educators in other schools. Community members would have to assume more direct responsibility for their school, and school boards and government departments will have

to relinquish some of their power over schools, giving it to local community committees.

Conclusions - maintenance subsystems. No significant differences existed between the study's community schools and comparison schools with respect to the job satisfaction or status of teachers, or general satisfaction of students.

Implications - maintenance subsystems. The lack of significant differences in job satisfaction or status of teachers between community schools and comparison schools implies that some teachers prefer to work in community schools while others prefer to work in "non-community" schools. If this is the case, school boards would have to maintain both community schools and non-community schools to satisfy their teachers or make it clear to teachers, before hiring, that the school district has only community schools or non-community schools.

Students seem to base their satisfaction upon such indigenous variables as friends and local neighborhood; and, they usually enjoy their own school whether or not it is a community school. However, none of the study's community schools was in a neighborhood adjoining a comparison school's neighborhood, so the students in the study's comparison schools may not have had an opportunity to be knowledgeable about community schools.

Conclusions - adaptive subsystems. 1) Community schools in the study coordinated community services significantly better than did the comparison schools in the study. Generally, teachers, administrators and community members from both types of schools preferred to have

significantly more emphasis placed on coordinating community services to prevent a duplication or lack of services than was the case.

2) Generally, in the study, community schools were perceived as placing significantly more emphasis than comparison schools on evaluating their programs in relation to previously set goals. For both types of schools, community members, administrators and teachers preferred to have significantly more emphasis placed on this type of evaluation than was the case.

Implications - adaptive subsystems. The staff of community schools cannot unilaterally decide to adjust course offerings or services without consulting with other community service agencies. These educators constantly work with members of other agencies to avoid duplication and lack of services.

With an emphasis on evaluation in community schools, the school staff is aware that their work will be under closer scrutiny in community schools than in other schools. This should be a positive aspect for trustees to consider when thinking about the promotion of community schools.

Conclusions - managerial subsystems. Of the schools in the study, the community schools placed significantly more time and effort into administering school-community relations than did comparison schools. Generally, teachers and community members from both types of schools preferred schools to provide significantly more administrative leadership in the community than was the case.

Implications - managerial subsystems. The general increase of responsibilities assumed by community schools (e.g. adult programs) demands that significantly more time be spent on administering programs and activities in community schools than in comparison schools. This increase in the administrative workload usually creates a need for a new administrative position, most often called a community school coordinator. This new position would increase salary costs for the school board and may introduce unusual problems of role definition in the school system. The incumbent would be expected to work closely with the school staff inside the school and with community members and agencies outside the school in the local community, both during and after regular school hours. These responsibilities are quite different from the responsibilities of teachers and administrators in most schools.

Sub-problem Three - Conclusions and Implications

Sub-problem three. What are the environmental variables that are descriptive of community schools?

Conclusions. The following conclusions were drawn, using Hall's concept of environment (see p. 70), from the responses of the 18 selected community schools' principals.

1) With respect to technological environmental conditions, most of the community schools had staffs which were generally supportive of community school education. However, some of the schools had only half the staff supporting community school education.

2) Legal environmental conditions did not seem to be extremely important to the community schools. The few conditions that were important involved school boards taking an active and formal interest in community school education.

3) Political environmental conditions (pressure groups) did not generally play an important role in the development of the community schools, although religious and parent groups often supported the community school movement. The initial motivation to develop the community schools usually came from a school board, principal, or both a school board and principal working together.

4) Community schools required extra funding to run a successful program and assurance of yearly funding for community school coordinators, and operating and equipment replacement expenses.

5) Demographic conditions, such as age, sex and religion, did not appear to determine the location of the community schools but did seem to affect the types of programs offered.

6) The location of the community schools did not seem to be affected by socio-economic and cultural conditions of the communities. The community schools were located in all types of communities, from lower class, multi-cultural communities to upper-middle class, homogeneously cultural communities.

Implications. A community school staff should be chosen from teachers supportive of community school education. A start can be made in developing a community school with only half the staff supportive of the concept, but those staff members not supportive of community

school education should be replaced as soon as possible.

If trustees are supportive of community school education, pressure groups are not a major problem in the development of a community school. Persons interested in promoting community school education, should look to principals and trustees for assistance as they have had the most success in promoting the development of community schools.

Community schools usually need extra funding. Because of extended hours of operation and an increase in clientele, additional funds are required for community school coordinators' salaries and operating expenses. Therefore, school boards and government departments should be prepared to allocate extra funds to community schools. Because community schools attempt to expand their responsibilities beyond the traditional education boundaries, they should be able to obtain funds from a number of provincial departments, for example, education, recreation and social services. This would involve more cooperation and consultation at the Provincial level than is presently the case.

School boards should not hesitate to support the development of community schools in any area of their jurisdictions. Community schools seem to develop in all types of communities, i.e., low to high socio-economic level, and uni- to multi-cultural; and they appear to adjust their programs to meet the needs of their particular communities.

General Conclusions and Implications

From an over-view of the study's data, the following

conclusions and implications have been drawn.

Conclusions. 1) Teachers, students, community members and administrators from both community schools and comparison schools generally desired to have their schools place more importance on the goals of community school education than was presently the case. This was particularly applicable to the community members.

2) The study's conceptual framework, drawn from Katz and Kahn, Minzey and Hall, was appropriate for the study of community schools.

3) The School-Community Questionnaire (SCQ) appeared to be able to determine the degree to which a school had developed the components of community school education in its program.

4) The Teachers' Questionnaire (TQ) and Community Members' Questionnaire (CMQ) seemed to adequately determine teachers' and community members' perceptions of goals of education and control of local school affairs. The use of the two factors of the Purdue Teacher Opinionnaire in the TQ appeared to be an appropriate method to measure teacher job satisfaction and status. The terminology of the CMQ seemed to be too technical for community members unfamiliar with educational and social service terms, as some partially answered CMQ's were returned to the schools.

Implications. According to the first general conclusion, trustees, educators and personnel from government departments should be aware that, generally, people associated with schools (especially community members) would like to see more importance placed on community school education. Therefore, a further development of community school

education components seems to be appropriate for all schools.

Practitioners interested in community school education should be able to use the SCQ to assist in determining the extent to which their schools have developed the components of community school education. Consequently, from the SCQ's scores, it would be relatively simple to ascertain which community school education components need more attention and development.

This study's conceptual framework is recommended to those persons interested in conducting research on community schools. It is comprehensive and flexible, and provides an adequate guide for field-based research. The TQ and CMQ appear to be appropriate for use in further research on community schools. However, if the community members are unfamiliar with educational and social service terms, a simplification of the terminology in the CMQ is suggested.

RECOMMENDATIONS FOR FURTHER STUDY

This study was restricted to the Province of Alberta. Other studies might examine community schools in other provinces on the variables examined in this study.

Further work on an instrument to measure the development of community school education components, like the SCQ, seems to be needed. More work is needed to determine if each of the seven components should be equally weighted and to detect any bias in the instrument for schools of various sizes.

Another study might examine, in more depth, the perceptions of students and community members toward community schools, as well as the perceptions of members of local service agencies. This study

should be completed in communities that have both community and non-community schools.

An important area needing further study is community involvement. Data could be gathered directly from advisory councils and school boards to determine the optimum composition and responsibility of these governmental bodies working together.

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APPENDIX A

LETTER TO SUPERINTENDENTS AND
SCHOOL-COMMUNITY QUESTIONNAIRE (SCQ)



EDUCATION

197

Executive Building
10105 - 109 Street
Edmonton, Alberta, Canada T5J 2V2

FROM: Brian Staples
Executive Secretary
Inter-Departmental Community School Committee

TO: Alberta Superintendents of Schools

RE: "COMMUNITY SCHOOLS"

The Government of Alberta's Inter-Departmental Community School Committee has contracted with the University of Calgary to complete national and provincial studies of community schools. A portion of the provincial study has been subcontracted to Mr. Keith Sullivan at the University of Alberta. Mr. Sullivan will be attempting to describe the development of community schools in Alberta from 1970 to the present.

We would be pleased if you would notify Mr. Sullivan as to the names and addresses of schools in your jurisdiction which you perceive as "community schools". No criteria for community schools is given here as Mr. Sullivan would like to contact all schools which are perceived as community schools. He is also interested in schools which, since 1970, saw themselves as community schools but have now discontinued the idea.

It is the Committee's hope that a study of the recent history of community schools in our province will be of assistance in the development of government policy about the community school concept in the future.

I would like to thank you, in advance, for your cooperation.

PLEASE COMPLETE AND RETURN THIS PORTION TO:

Mr. Keith C. Sullivan
Department of Educational Administration
University of Alberta, Edmonton
T6E 2E1

	NAME OF COMMUNITY SCHOOL	PRINCIPAL	ADDRESS OF SCHOOL
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____
5.	_____	_____	_____

N.B. If there are no community schools in your jurisdiction, a return indicating this would be appreciated.

NAME OF SCHOOL JURISDICTION

September 16, 1975
BS/bb



Inter-Departmental
Community School Committee*

COMMUNITY EDUCATION
PROJECT

403/284-6440

Dr. W. Glyn Roberts, Project Director
Department of Educational Administration
The University of Calgary
Calgary, Alberta, Canada

Department of Educational
Administration
University of Alberta
EDMONTON, Alberta
T6G 2E1

T2N 1N4

In previous correspondence with your superintendent, your school was identified as having developed good school-community relations. I am attempting to determine the characteristics of such schools in the Province of Alberta. To obtain a profile of these characteristics, the attached School-Community Questionnaire has been constructed. Would you, please, complete the Questionnaire and return it in the enclosed envelope as soon as possible?

This questionnaire is a portion of a study of those Alberta schools that are making a concerted effort to relate to their communities. The study has been authorized by the Provincial Government's Inter-Departmental Community School Committee and the results will be used for a doctoral study at the University of Alberta and for policy formation at the Provincial level concerning community schools. Your responses will be treated confidentially and the results will be reported by groups only. There are no right or wrong answers, so do not hesitate to be frank.

I would like to thank you, in advance, for completing and returning the Questionnaire.

Sincerely,

KEITH C. SULLIVAN
Project Officer

SCHOOL-COMMUNITY QUESTIONNAIRE

Instructions:

Please answer the questions in sequence and in the spaces provided. Space has been provided at the end of each section for additional comments if needed.

The majority of the questions require only a short written answer. All other questions can be answered by placing a check mark in the box ☒ beside the answer which best describes the situation in your school.

For questions which account for a time period of ONE WEEK or ONE MONTH, please relate your thoughts and answers to A TYPICAL WEEK OR MONTH OF THE SCHOOL YEAR IN WHICH THE SCHOOL IS IN FULL (NORMAL) OPERATION. Answer ALL QUESTIONS UNLESS OTHERWISE INSTRUCTED on the Questionnaire.

Section 1 - General Information

- 1.1 Name of School _____
- 1.2 Grade levels in school
(circle appropriate grades) . Grades 1 2 3 4 5 6 7 8 9 10 11 12
- 1.3 Number of facilities in the school or on the school grounds
- | | Actual Number |
|---|---------------|
| (1) Regular Classrooms | _____ |
| (2) Libraries | _____ |
| (3) Gymnasiums | _____ |
| (4) Auditoriums | _____ |
| (5) Home Economics Rooms | _____ |
| (6) Industrial Arts Rooms | _____ |
| (7) Laboratories | _____ |
| (8) Cafeterias | _____ |
| (9) Playing Fields
(marked and equipped) | _____ |
| (10) _____ | _____ |
| (11) _____ | _____ |
- 1.4 Number of classes in school
- | | Actual Number |
|----------------|---------------|
| Grades 1 - 6 | _____ |
| Grades 7 - 9 | _____ |
| Grades 10 - 12 | _____ |
- 1.5 Number of daytime students in school
- | | Actual Number |
|----------------|---------------|
| Grades 1 - 6 | _____ |
| Grades 7 - 9 | _____ |
| Grades 10 - 12 | _____ |

- 1.6 Number of professional (certificated) staff in school . . . _____
- 1.7 Number of paraprofessional staff in school _____
- 1.8 Number of maintenance staff in school _____

Additional Comments for Section 1 (if needed)

Section 2 - Joint Use of School and Community Resources

- 2.1 Approximately how many times are school facilities used by community members (other than school age children during regular school hours) per week? NOTE: If a room is used more than once in a week, account for it each time it is used

times/week

- | | |
|---|-------|
| (1) Regular Classrooms | _____ |
| (2) Libraries | _____ |
| (3) Gymnasiums | _____ |
| (4) Auditoriums | _____ |
| (5) Home Economics Rooms | _____ |
| (6) Industrial Arts Rooms | _____ |
| (7) Laboratories | _____ |
| (8) Cafeterias | _____ |
| (9) Playing Fields
(marked and equipped) | _____ |
| (10) | _____ |
| (11) | _____ |

2.2 What is the approximate number of people using these school facilities identified in question 2.1 per week?

NOTE: If a facility is used more than once per week account for the people using the facility each time it is used

people/week

- (1) Regular Classrooms _____
- (2) Libraries _____
- (3) Gymnasiums _____
- (4) Auditoriums _____
- (5) Home Economics Rooms _____
- (6) Industrial Arts Rooms _____
- (7) Laboratories _____
- (8) Cafeterias _____
- (9) Playing Fields
(marked and equipped) _____
- (10) _____
- (11) _____

2.3 Approximately how many school children per week use community facilities (other than actual school facilities) under the supervision or auspices of the regular school staff;

(1) On a regular or semi-regular basis e.g. during school hours student uses the community's library? NOTE: If a facility is used more than once per week account for the children using the facility each time it is used students/week _____

(2) On an irregular basis e.g. students visit a local merchant or farmer in relation to their school work students/week _____

2.4 Approximately how many people not employed by your School Board or School Committee, participate as resource people in your regular day-time school program per week; e.g. guest speakers, classroom volunteers, etc.?

people/week _____

Additional Comments for Section 2 (if needed)

Section 3 - Additional Programs for School Age Children

3.1 This question is concerned with programs for school age children (here termed "additional" programs) which take place before and after regular school hours, on weekends and during holidays. These programs could include enrichment, remedial or supplemental educational activities, as well as, sports, recreational, cultural, avocational, vocational or religious activities.

Approximately how many of these additional programs per week are under the supervision of;

- (1) regular school staff and take place on or off the school property? programs/week _____
- (2) "non-school" staff (not paid a salary by your School Board or Committee) and, yet, take place on school property? programs/week _____

3.2 Approximately how many students participate per week in the programs identified in:

- (1) question 3.1 (1) above? NOTE: If a program has more than one session per week, account for the students each time they attend a session. students/week _____
- (2) question 3.1 (2) above? NOTE: If a program has more than one session per week, account for the students each time they attend a session. students/week _____

Additional Comments for Section 3 (if needed)

Section 4 - Programs for Adults

- 4.1 This question is concerned with programs for adults. These programs could include enrichment, remedial or supplemental educational activities, as well as, sports, recreational, cultural, avocational or religious activities.

Approximately how many programs for adults are being held in the school or on the school grounds per week? programs/week _____

- 4.2 Approximately how many adults are participating per week in the programs identified in question 4.1? NOTE: If a program has more than one session per week, account for the adults each time they attend a session adults/week _____

Additional Comments for Section 4 (if needed)

Section 5 - Coordination of Service

- 5.1 Approximately how many times per week would a representative(s) from the school staff meet with a representative(s) or employee(s) of:

(1) government service agencies serving the school's community (e.g. recreation director, social worker, policeman) to discuss coordination of services? times/month _____

(2) non-governmental service agencies (e.g. Rotary Club president, minister, 4-H Club president) to discuss coordination of services? times/month _____

5.2 How many service agencies would be represented in the meetings accounted for in your answer to:

(1) question 5.1 (1) above? . . number of service agencies _____

(2) question 5.1 (2) above? . . number of service agencies _____

Additional Comments for Section 5 (if needed)

Section 6 - Community Involvement

6.1 How many schools are in the jurisdiction of your School Committee or School Board? Check

☒ one

1	
2 - 5	
6 - 10	
11 - 15	
16 - 20	
more than 20	

6.2 Provision is made for community-school interaction by having:

(1) a) a parental organization which assists the school in fund raising, providing volunteer help, etc. Check ☒ one

yes	
no	

b) If you have answered "yes", approximately how many times per year are meetings held? . . times/year _____

(2) a) a school advisory committee or council
(other than for Early Childhood Services)
which is at least partially composed of
community members. Check ☒ one

yes
no

b) If you have answered "yes", approximately
how many times per year does the committee or
council meet? times/year

6.3/ If you have answered "yes" to question 6.2 (2)
above, indicate the composition of the advisory
committee or council by providing the number of
representatives of each of the following
groups

Number of
Representatives

- | | |
|---|-------|
| (1) school administration | _____ |
| (2) professional school staff | _____ |
| (3) paraprofessional school staff | _____ |
| (4) maintenance staff | _____ |
| (5) school students | _____ |
| (6) member of school board
or committee | _____ |
| (7) parents of the students | _____ |
| (8) community members
(other than parents of
school students) | _____ |
| (9) service agencies | _____ |
| (10) other (specify) | _____ |

Additional Comments for Section 6 (if needed)

Section 7 - Administration

7.1 Does any staff member of the school have the promotion of community-school relations and/or the introduction of programs and course content relevant to the community and school as a definite part of his/her assignment?

Check ☒ one

yes
no

7.2 If you have answered "yes" to question 7.1, indicate if this person has another assignment in the school and the percentage of time devoted to community-school relations. Check ☒ one in (1) and one in (2).

(1) Assignment

- (a) Principal
(b) Vice Principal
(c) Teacher
(d) Paraprofessional
(e) Other (specify)

(2) Percentage of time devoted to community school relations

- (i) less than 25%
(ii) 25 - 50%
(iii) 51 - 75%
(iv) more than 75%

7.3 If financial support has been provided in your school budget for facilitating a school-community program, over and above the regular program, indicate the approximate amount allocated per year;

- (1) for personnel salaries
(2) for capital expenses
(3) for operating expenses
(excluding personnel salaries)

dollars _____
dollars _____
dollars _____

7.4 What was the source of the financial support indicated in the answer to question 7.3?

Check ☒ one

- (1) school board or committee
(2) regular school budget
(3) other (specify)

Additional Comments for Section 7 (if needed)

Section 8 - Goals for Community Education

Check one of the four boxes following the word "ACTUAL" to record your opinion on the extent to which YOUR SCHOOL'S programs and/or organization INDICATE that this goal is IMPORTANT.

AND

Check one of the four boxes following the word "PREFERRED" to record your opinion on the extent to which YOUR SCHOOL'S programs and/or organization SHOULD INDICATE that this goal is IMPORTANT.

Not Important	Somewhat Important	Important	Very Important
1	2	3	4

GOALS

- 8.1 Considers a relevant regular academic daytime program for students important.

ACTUAL ☐ ☐ ☐ ☐

PREFERRED ☐ ☐ ☐ ☐

- 8.2 Makes full use of human community resources to enhance the academic daytime program.

ACTUAL ☐ ☐ ☐ ☐

PREFERRED ☐ ☐ ☐ ☐

Not Important	Somewhat Important	Important	Very Important
1	2	3	4

GOALS

- 8.3 Encourages staff to involve students in real life community activities beyond the usual classroom program

ACTUAL ☐ ☐ ☐ ☐

PREFERRED ☐ ☐ ☐ ☐

- 8.4 Adapts school facilities to multiple use for persons of all ages.

ACTUAL ☐ ☐ ☐ ☐

PREFERRED ☐ ☐ ☐ ☐

- 8.5 Makes full use of community facilities (other than school facilities) to provide a comprehensive educational program for the community.

ACTUAL ☐ ☐ ☐ ☐

PREFERRED ☐ ☐ ☐ ☐

- 8.6 Considers relevant programs for children, other than the regular academic daytime program, important.

ACTUAL ☐ ☐ ☐ ☐

PREFERRED ☐ ☐ ☐ ☐

- 8.7 Considers relevant programs for adults important.

ACTUAL ☐ ☐ ☐ ☐

PREFERRED ☐ ☐ ☐ ☐

- 8.8 Provides initiative and leadership in planning and implementing community projects.

ACTUAL ☐ ☐ ☐ ☐

PREFERRED ☐ ☐ ☐ ☐

Not Important	Somewhat Important	Important	Very Important
1	2	3	4

GOALS

8.9 Prevents duplication of services by co-ordinating activities with other agencies in the community.

ACTUAL ☐ ☐ ☐ ☐

PREFERRED ☐ ☐ ☐ ☐

8.10 Prevents lack of services by co-ordinating activities with other agencies in the community.

ACTUAL ☐ ☐ ☐ ☐

PREFERRED ☐ ☐ ☐ ☐

8.11 Involves all people concerned (or at least representatives) in planning programs and activities. This particularly refers to lay and student involvement in decision-making.

ACTUAL ☐ ☐ ☐ ☐

PREFERRED ☐ ☐ ☐ ☐

8.12 Provides opportunities for community lay people to assume leadership roles in the community.

ACTUAL ☐ ☐ ☐ ☐

PREFERRED ☐ ☐ ☐ ☐

8.13 Develops means of evaluating the extent to which the programs or processes are meeting the previously set goals.

ACTUAL ☐ ☒ ☐ ☐

PREFERRED ☐ ☐ ☐ ☐

APPENDIX B

LETTER TO SUPERINTENDENTS FOR PERMISSION TO CONDUCT RESEARCH

AND

LETTER OF PERMISSION TO USE FACTORS 2 AND 7 FROM

THE PURDUE TEACHER OPINIONAIRE



Inter-Departmental
Community School Committee*

COMMUNITY EDUCATION PROJECT

403/284-6440

Dr. W. Glyn Roberts, Project Director
Department of Educational Administration
The University of Calgary
Calgary, Alberta, Canada

Department of Educational
Administration
University of Alberta
EDMONTON, Alberta
T6G 2E1

T2N 1N4

January 28, 1976

With reference to our recent telephone conversation, I am writing to obtain permission to conduct research in the following schools in your school jurisdiction.

It is proposed that the data be gathered as follows:

1. An interview will be requested with the principal and, if the positions exist, the chairperson of the community school council and the community school coordinator. The interview questions will deal with factors that seem to promote or hinder the development of good community-school relations and should take approximately 1-2 hours.
2. A sample of 35 randomly-selected teachers (or all teachers if the school has less than 35 teachers) will be asked to complete a questionnaire concerning, first, the degree to which the teacher relates his/her class work to the community and, second, teacher job satisfaction. Completion time for this questionnaire should be approximately 20-30 minutes.

* 2 *

3. A sample of 40 randomly-selected students (from grades 5-12) will be asked to take two questionnaires home to give to one of their parents and a neighbour for completion. These questionnaires will deal with community members' perceptions of the goals and control of education. The completion time for this questionnaire is 15-20 minutes.

4. An interview will be requested with 2-3 students identified by the principal as school leaders. This interview will take approximately 30 minutes to complete and will deal with student impressions of how school work prepares them for the future.

In a manner similar to the School-Community Questionnaire that you have already completed, the data gathered by the above questionnaires and interviews will be reported by groups and not identified with a particular school. The results will be used for policy formation at the Provincial level concerning community schools and a doctoral study at the University of Alberta.

Would you, please, complete and return the attached form in the envelope provided as soon as possible. If permission is obtained to include your school in the sample of 20 Alberta schools, I will phone you in the near future to make more specific arrangements.

If you have any questions which you would like answered before returning this form, I may be contacted at 432-3094. I would like to thank you, in advance, for considering this request.

Sincerely,

KEITH C. SULLIVAN
Project Officer

KCS*dr

To: Keith C. Sullivan
Project Officer
Department of Educational
Administration
University of Alberta
EDMONTON, Alberta
T6G 2E1

Permission is granted to include _____
School in the study of community-school relations as outlined in
your letter of January , 1976.

YES ☐

NO ☐

Signature of School Principal

School Phone Number

PURDUE RESEARCH FOUNDATION

WEST LAFAYETTE, INDIANA 47907

April 26, 1976

214

Mr. Keith C. Sullivan
406, 8210-111 St.
Edmonton, Alberta
T6G 2C7

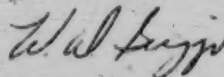
Dear Mr. Sullivan,

Permission is hereby granted for your use of Factor 2 and Factor 7 from the Purdue Teacher Opinionaire in your doctoral study at the University of Alberta on the following basis:

- (1) Proper credit to Purdue Research Foundation must be given, the form being: "Reprinted with permission of Purdue Research Foundation Copyright 1967."
- (2) It is our understanding that the items taken from the Purdue Teacher Opinionaire will not be sold commercially.
- (3) A copy or abstract of the completed study would be appreciated.

If you are in agreement with the foregoing, please sign and return the copy of this letter.

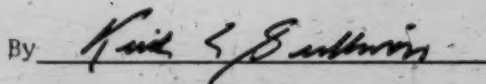
Sincerely,



W. D. Griggs
Assistant Treasurer

ACCEPTED:

By



APPENDIX C

TEACHERS' QUESTIONNAIRE (TQ)



Inter-Departmental
Community School Committee

COMMUNITY EDUCATION
PROJECT

403/284-6440

Dr. W. Glyn Roberts, Project Director
Department of Educational Administration
The University of Calgary
Calgary, Alberta, Canada
T2N 1N4

TO TEACHERS

The attached School Community Questionnaire, Teacher Edition has been constructed to determine the extent to which you involve the community in your teaching activities and the extent to which you are satisfied with your work as a teacher. There are no right or wrong answers, so do not hesitate to be frank.

The questionnaire is a portion of a study on school-community relationships which has been authorized by the Minister of Education and the Provincial Government's Inter-Departmental Community School Committee. There is no need for you to record your name. All responses will be treated confidentially and the results will be reported by groups only.

Please complete this questionnaire as soon as possible and return it to the school's administration office. After all questionnaires from your school have been returned, they will be sent to the University of Alberta for data analysis.

I would like to thank you, in advance, for your cooperation and contribution to this study.

Sincerely,

KEITH C. SULLIVAN,
Project Officer

KCS*dr

TEACHERS' QUESTIONNAIRE

COMPLETE ALL ITEMS

School _____ Age _____

Last degree completed _____

Directions

The first five questions require only a short written answer or a check mark in the box ☒ beside the answer which best describes the situation in your classes. For questions which state a time period of ONE WEEK or ONE MONTH, please relate your thoughts and answers to A TYPICAL WEEK OR MONTH OF THE SCHOOL YEAR IN WHICH THE SCHOOL IS IN FULL (NORMAL) OPERATION.

1. How many hours per week are your formally assigned to teach? hours/week _____

2. On the average, how many hours of class time per week are your students involved in community-based activities? e.g. field trips, individual community projects, etc. hours/week _____

3. What percentage of your classroom activities (curriculum, in the broad sense of the word) is related to the school's immediate community? e.g. If you teach in a rural area, the class literature, class projects or sample science problems are locally based. Check ☒ one

0%	
1-10%	
11-20%	
21-30%	
31-40%	
41-50%	
over 50%	

4. Approximately, how many people, not employed by your School Board or School Committee, participate as resource people in your class activities per month. e.g. guest speakers, classroom volunteers, etc.? people/month _____

5. How much CONTROL is exercised over local SCHOOL AFFAIRS (curriculum, budget and staff) by the following people? Check ☒ one answer for each of the eight categories (a-h) of people

	1 Little or None	2 Some	3 Quite a Bit	4 A Great Deal	5 A Very Great Deal
(a) teachers	☐	☐	☐	☐	☐
(b) students	☐	☐	☐	☐	☐
(c) superintendent	☐	☐	☐	☐	☐
(d) parents of school children	☐	☐	☐	☐	☐
(e) school administrators (principal, vice principal)	☐	☐	☐	☐	☐
(f) community members (other than parents of school children)	☐	☐	☐	☐	☐
(g) members of School Board (School Committee)	☐	☐	☐	☐	☐
(h) members of school advisory committee or council (if applicable)	☐	☐	☐	☐	☐

*6. Directions

The following directions apply to questions 6.1 to 6.28.

After reading each statement carefully indicate one of the following:

If you agree with the statement, circle "A" . . . ☒ A PA PD D

If you are somewhat uncertain, but probably agree with the statement, circle "PA" A ☒ PA PD D

If you are somewhat uncertain, but probably disagree with the statement, circle "PD" A PA ☒ PD D

If you disagree with the statement, circle "D" A PA PD ☒ D

6.1 My teaching position gives me the social status in the community that I desire A PA PD D

6.2 Teaching enables me to enjoy many of the material and cultural things I like A PA PD D

6.3 Teaching gives me a great deal of personal satisfaction A PA PD D

6.4 Teaching enables me to make my greatest contribution to society A PA PD D

6.5 I love to teach A PA PD D

6.6 If I could plan my career again, I would choose teaching A PA PD D

6.7 I would recommend teaching as an occupation to students of high scholastic ability A PA PD D

6.8 If I could earn as much money in another occupation, I would stop teaching A PA PD D

- 6.9 Our community makes its teachers feel as though they are a real part of the community A PA PD D
-
- 6.10 Teaching affords me the security I want in an occupation A PA PD D
-
- 6.11 I find my contacts with students, for the most part, highly satisfying and rewarding A PA PD D
-
- 6.12 I feel that I am an important part of this school system ☒ A PA PD D
-
- 6.13 I feel successful and competent in my present position A PA PD D
-
- 6.14 I enjoy working with student organizations, clubs, and societies A PA PD D
-
- 6.15 I am at a disadvantage professionally because other teachers are better prepared to teach than I am A PA PD D
-
- 6.16 As far as I know, the other teachers think I am a good teacher A PA PD D
-
- 6.17 The "stress and strain" resulting from teaching makes teaching undesirable for me A PA PD D
-
- 6.18 Teaching gives me the prestige I desire A PA PD D
-
- 6.19 My teaching job enables me to provide a satisfactory standard of living for my family A PA PD D
-

- 6.20 This community respects its teachers and
treats them like professional persons A PA PD D
-
- 6.21 It is difficult for teachers to gain
acceptance by the people in this
community A PA PD D
-
- 6.22 Most of the actions of students irritate me . A PA PD D
-
- 6.23 My students regard me with respect and
seem to have confidence in my
professional ability A PA PD D
-
- 6.24 My students appreciate the help I give
them with their school work A PA PD D
-
- 6.25 To me there is no more challenging work
than teaching A PA PD D
-
- 6.26 As a teacher, I think I am as competent
as most other teachers A PA PD D
-
- 6.27 I really enjoy working with my students . . . A PA PD D
-
- 6.28 I am well satisfied with my present
teaching position A PA PD D
-

7. Directions

Check one of the four boxes following the word "ACTUAL" to record your opinion on the extent to which the SCHOOL'S programs and/or organization INDICATE that this goal is IMPORTANT. In other words indicate what is happening at the school.

AND

Check one of the four boxes following the word "PREFERRED" to record your opinion on the extent to which the SCHOOL'S programs and/or organization SHOULD INDICATE that this goal is IMPORTANT. In other words indicate what you would like to see happen at the school.

Not Important	Somewhat Important	Important	Very Important
1	2	3	4

GOALS

- 7.1 Considers a relevant regular academic daytime program for students important.

ACTUAL	☐	☐	☐	☐
PREFERRED	☐	☐	☐	☐

- 7.2 Makes full use of human community resources to enhance the academic day-time program.

ACTUAL	☐	☐	☐	☐
PREFERRED	☐	☐	☐	☐

- 7.3 Encourages staff to involve students in real life community activities beyond the usual classroom program.

ACTUAL	☐	☐	☐	☐
PREFERRED	☐	☐	☐	☐

Not Important	Somewhat Important	Important	Very Important
1	2	3	4

GOALS

- 7.4 Adapts school facilities to multiple use for persons of all ages.

ACTUAL	☐	☐	☐	☐
PREFERRED	☐	☐	☐	☐

- 7.5 Makes full use of community facilities (other than school facilities) to provide a comprehensive educational program for the community.

ACTUAL	☐	☐	☐	☐
PREFERRED	☐	☐	☐	☐

- 7.6 Considers relevant programs for children, other than the regular academic daytime program, important.

ACTUAL	☐	☐	☐	☐
PREFERRED	☐	☐	☐	☐

- 7.7 Considers relevant programs for adults important.

ACTUAL	☐	☐	☐	☐
PREFERRED	☐	☐	☐	☐

Not Important	Somewhat Important	Important	Very Important
1	2	3	4

GOALS

7.8 Provides initiative and leadership in planning and implementing community projects.

ACTUAL	☐	☐	☐	☐
PREFERRED	☐	☐	☐	☐

7.9 Prevents duplication of services by co-ordinating activities with other agencies in the community.

ACTUAL	☐	☐	☐	☐
PREFERRED	☐	☐	☐	☐

7.10 Prevents lack of services by co-ordinating activities with other agencies in the community.

ACTUAL	☐	☐	☐	☐
PREFERRED	☐	☐	☐	☐

7.11 Involves all people concerned (or at least representatives) in planning programs and activities. This particularly refers to lay and student involvement in decision-making.

ACTUAL	☐	☐	☐	☐
PREFERRED	☐	☐	☐	☐

Not Important	Somewhat Important	Important	Very Important
1	2	3	4

GOALS

7.12 Provides opportunities for community lay people to assume leadership roles in the community.

ACTUAL

☐	☐	☐	☐
--------------------------	--------------------------	--------------------------	--------------------------

PREFERRED

☐	☐	☐	☐
--------------------------	--------------------------	--------------------------	--------------------------

7.13 Develops means of evaluating the extent to which the programs or processes are meeting the previously set goals.

ACTUAL

☐	☐	☐	☐
--------------------------	--------------------------	--------------------------	--------------------------

PREFERRED

☐	☐	☒	☐
--------------------------	--------------------------	-------------------------------------	--------------------------

APPENDIX D

COMMUNITY MEMBERS' QUESTIONNAIRE (CMQ)



Inter-Departmental
Community School Committee*

COMMUNITY EDUCATION PROJECT

403/284-6440

Dr. W. Glyn Roberts, Project Director
Department of Educational Administration
The University of Calgary
Calgary, Alberta, Canada

T2N 1N4

TO COMMUNITY MEMBERS

The attached Community Members' Questionnaire has been constructed to determine community members' perceptions of schools in Alberta. The questionnaire is a portion of a study on school-community relationships which has been authorized by the Provincial Government's Inter-Departmental Community School Committee.

The results will be used for policy formation at the Provincial level concerning community schools and a doctoral study at the University of Alberta. There is no need for you to record your name. All responses will be treated confidentially and the results will be reported by groups only. There are no right or wrong answers, so do not hesitate to be frank.

Please complete this questionnaire as soon as possible. After completion the student who gave it to you will pick it up and return the questionnaire to the school.

PLEASE MAKE ALL YOUR RESPONSES TO THE QUESTIONNAIRE ITEMS WITH REFERENCE TO THE SCHOOL NAMED BELOW.

VARIN SCHOOL

I would like to thank you, in advance, for your cooperation and contribution to this study.

Sincerely,

KEITH C. SULLIVAN,
Project Officer

KCS*dr

COMMUNITY MEMBERS' QUESTIONNAIRE

1. Is any member of your immediate family attending the public school indicated on the front page of this questionnaire?

Check ☒ one

yes ☐
no ☐

2. How much CONTROL is exercised over local SCHOOL AFFAIRS (curriculum, budget and staff) by the following people?

Check ☒ one answer for each of the eight categories (a-h) of people

	Little or None 1	Some 2	Quite a Bit 3	A Great Deal 4	A Very Great Deal 5
(a) teachers	☐	☐	☐	☐	☐
(b) students	☐	☐	☐	☐	☐
(c) superintendent	☐	☐	☐	☐	☐
(d) parents of school children	☐	☐	☐	☐	☐
(e) school administrators (principal, vice principal)	☐	☐	☐	☐	☐
(f) community members (other than parents of school children)	☐	☐	☐	☐	☐
(g) members of School Board (School Committee)	☐	☐	☐	☐	☐
(h) members of school advisory committee or council (if applicable)	☐	☐	☐	☐	☐

3. Directions

Check one of the four boxes following the word "ACTUAL" to record your opinion on the extent to which the SCHOOL'S programs and/or organization INDICATE that this goal is IMPORTANT. In other words indicate what is happening at the school.

AND

Check one of the four boxes following the word "PREFERRED" to record your opinion on the extent to which the SCHOOL'S programs and/or organization SHOULD INDICATE that this goal is IMPORTANT. In other words indicate what you would like to see happen at the school.

Not Important	Somewhat Important	Important	Very Important
1	2	3	4

GOALS

3.1 Considers a relevant regular academic daytime program for students important.

ACTUAL	☒	☐	☐	☐
PREFERRED	☐	☐	☐	☐

3.2 Makes full use of human community resources to enhance the academic day-time program.

ACTUAL	☐	☐	☐	☐
PREFERRED	☐	☐	☐	☐

3.3 Encourages staff to involve students in real life community activities beyond the usual classroom program.

ACTUAL	☐	☐	☐	☐
PREFERRED	☐	☐	☐	☐

Not Important	Somewhat Important	Important	Very Important
1	2	3	4

GOALS

- 3.4 Adapts school facilities to multiple use for persons of all ages.

ACTUAL ☐ ☐ ☐ ☐

PREFERRED ☐ ☐ ☐ ☐

- 3.5 Makes full use of community facilities (other than school facilities) to provide a comprehensive educational program for the community.

ACTUAL ☐ ☐ ☐ ☐

PREFERRED ☐ ☐ ☐ ☐

- 3.6 Considers relevant programs for children, other than the regular academic daytime program, important.

ACTUAL ☒ ☐ ☐ ☐

PREFERRED ☐ ☐ ☐ ☐

- 3.7 Considers relevant programs for adults important.

ACTUAL ☐ ☐ ☐ ☐

PREFERRED ☐ ☐ ☐ ☐

✓

Not Important	Somewhat Important	Important	Very Important
1	2	3	4

GOALS

- 3.8 Provides initiative and leadership in planning and implementing community projects.

ACTUAL ☐ ☐ ☐ ☐

PREFERRED ☐ ☐ ☐ ☐

- 3.9 Prevents duplication of services by co-ordinating activities with other agencies in the community.

ACTUAL ☐ ☐ ☐ ☐

PREFERRED ☐ ☐ ☐ ☐

- 3.10 Prevents lack of services by co-ordinating activities with other agencies in the community.

ACTUAL ☐ ☐ ☐ ☐

PREFERRED ☐ ☐ ☐ ☐

- 3.11 Involves all people concerned (or at least representatives) in planning programs and activities. This particularly refers to lay and student involvement in decision-making.

ACTUAL ☐ ☐ ☐ ☐

PREFERRED ☐ ☐ ☐ ☐

Not Important	Somewhat Important	Important	Very Important
1	2	3	4

GOALS

3.12 Provides opportunities for community lay people to assume leadership roles in the community.

ACTUAL ☐ ☐ ☐ ☐

PREFERRED ☐ ☐ ☐ ☐

3.13 Develops means of evaluating the extent to which the programs or processes are meeting the previously set goals.

ACTUAL ☐ ☐ ☐ ☐

PREFERRED ☐ ☐ ☐ ☐

APPENDIX E
PRINCIPAL INTERVIEW SCHEDULE
AND
STUDENT INTERVIEW SCHEDULE

PRINCIPAL INTERVIEW SCHEDULE

1. Who provided the initial motivation to develop this school as a Community School?

2. How highly differentiated is the school staff with respect to staff members supporting community school education or not supporting community school education?

3. Is the school's community homogeneous or heterogeneous¹ with respect to socio-economic level and cultural background?

4. What legal aspects (board policy, etc.) have helped or hindered the development of the community school concept?

5. What pressure groups or individuals have been influential in promoting or retarding the growth of the community school concept?

¹A community was described as heterogenous if the differences were directly affecting school performance or programs (e.g. children's native language was not English).

6. What economic conditions have helped or hindered the development of the community school concept?

7. a) What are the demographic conditions of the community?

- b) Have these conditions influenced the development of the community school?

8. Do personnel from this school have much contact with

a) other schools?

b) other institutions or organizations?

STUDENT INTERVIEW SCHEDULE

1. What is your first name, grade level and age? How long have you been attending this school?

2. What do students see as the purpose of going to school? Does this school help them move toward this purpose?

3. How often per year do people, other than teachers, participate in class? Should this be done more often?

4. How often do teachers take or allow students to go into the community per year as part of their academic school work? Should this be done more often?

5. Do students have any extra-curricular programs at the school? Should there be more of these types of programs?

6. Does the community have programs for young people? Should there be more of these types of programs?

7. Do students have any input in deciding what they would like to study? Should they have more input?

8. Is the school staff (administrators and teachers) open to suggestions from the students?

9. How would you compare this school, academically and socially, to others in your city, town or area?

APPENDIX F

EXPLANATION OF THE SCHOOL-COMMUNITY QUESTIONNAIRE (SCQ)

EXPLANATION OF THE SCHOOL-COMMUNITY QUESTIONNAIRE

An explanation of the School-Community Questionnaire (SCQ) with respect to each section and method of scoring is presented in the following discussion. Many of the scores are presented on a proportional basis, in relation to the number of teachers or students. This permitted a more equitable distribution of points for schools of all sizes.

Section 1 - General Information. Section one was designed to collect general information on each school. If the rationale for asking these questions is not presently clear to the reader, clarification will be found in the explanations of the remaining sections.

1.1 Name of School _____

1.2 Grade levels in school
(circle appropriate grades) . Grades 1 2 3 4 5 6 7 8 9 10 11 12

1.3 Number of facilities in the school or on the school grounds		<u>Actual Number</u>
	(1) Regular Classrooms	_____
	(2) Libraries	_____
	(3) Gymnasiums	_____
	(4) Auditoriums	_____
	(5) Home Economics Rooms	_____
	(6) Industrial Arts Rooms	_____
	(7) Laboratories	_____
	(8) Cafeterias	_____
	(9) Playing Fields (marked and equipped)	_____
	(10)	_____
	(11)	_____

1.4 Number of classes in school		<u>Actual Number</u>
	Grades 1 - 6	_____
	Grades 7 - 9	_____
	Grades 10 - 12	_____

1.5 Number of daytime students in school		<u>Actual Number</u>
	Grades 1 - 6	_____
	Grades 7 - 9	_____
	Grades 10 - 12	_____

- 1.6 Number of professional (certificated) staff in school . . . _____
- 1.7 Number of paraprofessional staff in school _____
- 1.8 Number of maintenance staff in school _____

Section 2 - Joint Use of School and Community Resources. The questions in Section 2 were designed to obtain data on two components of community school education; i.e. joint use of school and community facilities, and the 1-12 program. Questions 2.1, 2.2 and 2.3 composed the score for the first of the two components.

- 2.1 Approximately how many times are school facilities used by community members (other than school age children during regular school hours) per week? NOTE: If a room is used more than once in a week, account for it each time it is used times/week
- | | |
|---|-------|
| (1) Regular Classrooms | _____ |
| (2) Libraries | _____ |
| (3) Gymnasiums | _____ |
| (4) Auditoriums | _____ |
| (5) Home Economics Rooms | _____ |
| (6) Industrial Arts Rooms | _____ |
| (7) Laboratories | _____ |
| (8) Cafeterias | _____ |
| (9) Playing Fields
(marked and equipped) | _____ |
| (10) | _____ |
| (11) | _____ |

The question was designed to provide information on the actual number of times school facilities were used by community members. The breakdown of facilities into classrooms, libraries, etc., was presented to clarify the question for the principal (similarly with question 1.3). Only the total number of facilities was used in the calculation of points.

Scoring: The total number of times per week that facilities were actually used (Question 2.1) was divided by the total number of facilities in the school (Question 1.3) to indicate the extent of use of available school facilities. To facilitate further reference to this proportion, it was called X_1 .

$$\text{Therefore, } \frac{\text{Question 2.1}}{\text{Question 1.3}} = X_1$$

2.2 What is the approximate number of people using these school facilities identified in question 2.1 per week?

NOTE: If a facility is used more than once per week account for the people using the facility each time it is used

	people/week
(1) Regular Classrooms	_____
(2) Libraries	_____
(3) Gymnasiums	_____
(4) Auditoriums	_____
(5) Home Economics Rooms	_____
(6) Industrial Arts Rooms	_____
(7) Laboratories	_____
(8) Cafeterias	_____
(9) Playing Fields	_____
(marked and equipped)	_____
(10)	_____
(11)	_____

This question was designed to provide information on the actual number of community members using the school facilities per week. Only the total number of people was used in calculation of points.

Scoring: The total number of community members using the facilities each week (Question 2.2) was divided by the number of daytime students in the school (Question 1.5) to indicate the number of community members using the school facilities per week in relation to the size of the school (as measured by the daytime student population). To facilitate further referencing to the proportion, it was called X_2 .

$$\text{Therefore, } \frac{\text{Question 2.2}}{\text{Question 1.5}} = X_2$$

X_2 for the hypothetical model community school would equal one, indicating that as many community members use school facilities as the number of daytime students in the school.

2.3 Approximately how many school children per week use community facilities (other than actual school facilities) under the supervision or auspices of the regular school staff;

(1) On a regular or semi-regular basis e.g. during school hours student uses the community's library? NOTE: If a facility is used more than once per week account for the children using the facility each time it is used students/week _____

(2) On an irregular basis e.g. students visit a local merchant or farmer in relation to their school work students/week _____

This question was designed to determine the number of daytime students using community facilities per week.

Scoring: The total number of students marked in parts (1) and (2) of Question 2.3 was divided by the total number of daytime students in the school (Question 1.5) to indicate the extent that the school students utilized community facilities during school hours. To facilitate further reference to the proportion, it was called X_3 .

$$\text{Therefore, } \frac{\text{Question 2.3 (1) and 2.3 (2)}}{\text{Question 1.5}} = X_3$$

The hypothetical model community school would have $X_3 = 1$, demonstrating that as many students use community facilities per week as the school has daytime students.

Score for second community school education component. To obtain a score for the "joint use of school and community facilities"

component of community school education (now called Y_1), the following equation was used:

$$Y_1 = \frac{4}{3} (X_1 + X_2 + X_3)$$

The scores were multiplied by $4/3$ to allow the hypothetical model community school to score 4 points on this component. Therefore, this component had equal weighing with respect to the other community school education components.

Component one. A score was obtained for the "1-12 program" component of community school education by using Question 2.4 and the "Actual" responses from the two goals in Questions 8.1 and 8.2.

2.4 Approximately how many people not employed by your School Board or School Committee, participate as resource people in your regular day-time school program per week; e.g, guest speakers, classroom volunteers, etc.? people/week _____

This question was designed to determine the number of resource people used in a school per week.

Scoring: To indicate the extent to which teachers utilized resource people in their classes, the answer for Question 2.4 was divided by the number of professional staff in the school (Question 1.6). To facilitate further reference to this proportion, it was called X_4 .

$$\text{Therefore, } \frac{\text{Question 2.4}}{\text{Question 1.6}} = X_4$$

The hypothetical model community school would have $X_4 = 1$, indicating that the number of resource people visiting the school per

week was equal to the number of professional staff in the school.

Not Important	Somewhat Important	Important	Very Important
1	2	3	4

GOALS

- 8.1 Considers a relevant regular academic daytime program for students important.

ACTUAL ☐ ☐ ☐ ☐

PREFERRED ☐ ☐ ☐ ☐

- 8.3 Encourages staff to involve students in real life community activities beyond the usual classroom program

ACTUAL ☐ ☐ ☐ ☐

PREFERRED ☐ ☐ ☐ ☐

Question 8.1 "Actual" was designed to gather data on the extent to which school personnel valued academic education.

Scoring: As indicated above, the responses were coded from one to four. The response (score) marked by the principal was divided by four to bring the score for this question in line with the scoring for the other questions. To facilitate further reference to this proportion, it was called X_5 .

Therefore, $\frac{\text{Question 8.1 "Actual"}}{4} = X_5$

The hypothetical model school would score one point for X_5 , indicating that academic education was very important in the school.

Goal 8.3 "Actual" was designed to determine the importance placed by the school on student involvement in real life community activities.

Scoring: The scoring for this question was identical to Question 8.1 "Actual" above.

$$\text{In this case; } \frac{\text{Question 8.3 "Actual"}}{4} = X_6$$

Score for second community school education component. To obtain a score for the "1-12 program" component of community school education (now called Y_2), the following mathematical equation was used.

$$Y_2 = \frac{4}{3} (X_4 + X_5 + X_6)$$

The scores, X_4 , X_5 and X_6 were multiplied by the fraction $4/3$ to allow the hypothetical model community school to score four points on this component. This allowed the second community school education component to have equal weighting with the other components.

Section 3 - Additional Programs for School Age Children. The questions in Section 3 of the SCQ were constructed to obtain data on the third dimension of community school education; i.e. additional programs for school age children.

- 3.1 This question is concerned with programs for school age children (here termed "additional" programs) which take place before and after regular school hours, on weekends and during holidays. These programs could include enrichment, remedial or supplemental educational activities, as well as, sports, recreational, cultural, avocational, vocational or religious activities.

Approximately how many of these additional programs per week are under the supervision of;

- (1) regular school staff and take place on or off the school property? programs/week _____
- (2) "non-school" staff (not paid a salary by your School Board or Committee) and, yet, take place on school property? programs/week _____

Question 3.1 was constructed to gather data on the number of additional programs offered for school age children.

Scoring: This question was scored by dividing the total number of programs offered by both regular school staff and "non-school" staff, by the number of professional staff in the school (Question 1.6). This gave an indication of the number of additional programs offered to the children in relation to the size of the professional staff. To facilitate further reference to this proportion, it was called X_7 .

$$\text{Therefore, } \frac{\text{Question 3.1 (1) and 3.1 (2)}}{\text{Question 1.6}} = X_7$$

The hypothetical model community school would score 1 point for X_7 , demonstrating that the number of additional programs offered at the school equalled the number of professional staff members at the school.

3.2 Approximately how many students participate per week in the programs identified in:

- (1) question 3.1 (1) above? NOTE: If a program has more than one session per week, account for the students each time they attend a session. students/week _____
- (2) question 3.1 (2) above? NOTE: If a program has more than one session per week, account for the students each time they attend a session. students/week _____

Question 3.2 was designed to gather information on the number of students participating in additional programs.

Scoring: The question was scored by dividing the total number of participating students by the number of daytime students attending the school (Question 1.5). This proportion was called X_6 .

$$\text{Therefore, } \frac{\text{Question 3.2 (1) and 3.2 (2)}}{\text{Question 1.5}} = X_6$$

The hypothetical model community school would have had $X_6 = 1$, indicating that as many children participated in the additional programs as in the school's regular daytime program.

Score for third community school education component. To obtain a score for the "additional programs for school age children" component of community school education (represented by Y_3), the following equation was employed.

$$Y_3 = 2 (X_7 + X_8)$$

The X_7 and X_8 scores were multiplied by a factor of two to allow the hypothetical model community school to score four points on this component of community school education. This gave the third community school education component equal weighting with the other components.

Section 4 - Programs for Adults. The two questions in Section 4 were designed to obtain data on the fourth community school education component, i.e. "programs for adults."

- 4.1 This question is concerned with programs for adults. These programs could include enrichment, remedial or supplemental educational activities, as well as, sports, recreational, cultural, avocational or religious activities.

Approximately how many programs for adults are being held in the school or on the school grounds per week? programs/week

Question 4.1 was constructed to determine the number of programs offered at the school for adults.

Scoring: The question was scored by dividing the total number of programs offered per week to adults by the total number of professional staff in the school (Question 1.6) to bring the score in line with the size of the school. This proportion was represented by X_9 .

$$\text{Therefore, } \frac{\text{Question 4.1}}{\text{Question 1.6}} = X_9$$

The hypothetical model school, scoring one for X_9 , would indicate that the school offered as many adult programs as the school had professional staff.

- 4.2 Approximately how many adults are participating per week in the programs identified in question 4.1? NOTE: If a program has more than one session per week, account for the adults each time they attend a session adults/week

Question 4.2 was designed to obtain data on the number of adults participating in adult programs at the school.

Scoring: The question was scored by dividing the total number of participating adults by the total number of daytime students in the school (Question 1.5), once again bringing the score in line

with the size of the school. This proportion was represented by X_{10} .

$$\text{Therefore, } \frac{\text{Question 4.2}}{\text{Question 1.5}} = X_{10}$$

A score of one for X_{10} would be obtained by the model community school, indicating that the number of adults attending programs at the school, was equal to the number of daytime students at the school.

Score for fourth community school education component. A total score for the component "programs for adults" (represented by Y_4), was obtained as follows:

$$Y_4 = 2 (X_9 + X_{10})$$

The X_9 and X_{10} scores were multiplied by a factor of two to allow the hypothetical model community school to score four points on the fourth component. This gave the fourth community school education component equal weighting with the other components.

Section 5 - Coordination of Service. The two questions in Section 5 were constructed to obtain data on the "delivery and coordination of community services" component of community school education.

5.1 Approximately how many times per month would a representative(s) from the school staff meet with a representative(s) or employee(s) of:

(1) government service agencies serving the school's community (e.g. recreation director, social worker, policeman) to discuss coordination of services? times/month _____

(2) non governmental service agencies (e.g. Rotary Club president, minister, 4-H Club president) to discuss coordination of services? times/month _____

Question 5.1 was designed to determine the number of times per month school personnel met with personnel from other agencies.

Scoring: The scoring was completed by dividing the times that personnel met per month by one-third of the number of professional staff (Question 1.6) to bring the score in line with the size of the school. This proportion was designated X_{11} .

$$\text{Therefore, } \frac{\text{Question 5.1 (1) and 5.1 (2)}}{1/3 \text{ Question 1.6}} = X_{11}$$

The fraction one-third was chosen with the assumption that personnel from a hypothetical model community school would meet each month with a number of agencies equal to one-third of the size of the school staff. Consequently, the model community school would score 1 point for X_{11} .

5.2 How many service agencies would be represented in the meetings accounted for in your answer to:

- (1) question 5.1 (1) above? . . number of service agencies _____
- (2) question 5.1 (2) above? . . number of service agencies _____

Question 5.2 was designed to obtain the number of agencies involved in the meetings referred to in Question 5.1

Scoring: A score was obtained for this question in a manner similar to the scoring for Question 5.1. The total number of agencies were divided by one-third of the number of professional staff (Question 1.6) to make the score relative to the size of the school.

This proportion was called X_{12} to facilitate further reference.

$$\text{Therefore, } \frac{\text{Question 5.2 (1) and 5.2 (2)}}{1/3 \text{ Question 1.6}} = X_{12}$$

For reasons similar to those described in Question 5.1, the hypothetical model school should score one point for X_{12} .

Score for fifth community school education component. A total score (represented by Y_5) for the community school education component "delivery and coordination of community services" was obtained as follows:

$$Y_5 = 2 (X_{11} + X_{12})$$

To give the fifth community school education component an equal weighting with the other components, $X_{11} + X_{12}$ were multiplied by a factor of two. The hypothetical model community school, therefore, would score 4 points on this component.

Section 6 - Community Involvement. The three questions in Section 6 were designed to obtain data on the "community involvement" component of community school education.

6.1 How many schools are in the jurisdiction of your School Committee or School Board? Check

☒ one

1	☐
2 - 5	☐
6 - 10	☐
11 - 15	☐
16 - 20	☐
more than 20	☐

Question 6.1 was constructed to determine the size of the jurisdiction in which the school was located. If the principal answered that his/her school was the only school in the board's jurisdiction, a score of one was allocated (designated X_{13}). All other answers were scored as zero. The rationale for this scoring

was that a "one-board-one-school" situation was the same as having a community school advisory committee.

6.2 Provision is made for community-school interaction by having:

(1) a) a parental organization which assists the school in fund raising, providing volunteer help, etc. Check ☒ one

yes
no

b) If you have answered "yes", approximately how many times per year are meetings held? . . times/year _____

(2) a) a school advisory committee or council (other than for Early Childhood Services) which is at least partially composed of community members. Check ☒ one

yes
no

b) If you have answered "yes", approximately how many times per year does the committee or council meet? times/year _____

The first portion of this question was designed to determine if a school had a parent organization and the vitality of the organization, if one existed.

Scoring: Question 6.2 (1) b) was scored by dividing the number of times per year that the organization met, by 12 months. This proportion was called X_{14} for ease in further reference.

$$\text{Therefore, } \frac{\text{Question 6.2 (1) b)}}{12 \text{ months}} = X_{14}$$

The hypothetical community school would score one point for X_{14} as the parent organization would meet once per month.

The second portion of Question 6.2 was constructed to ascertain, first, if the school had an advisory committee and, second, the activeness of the committee, if one existed.

Scoring: Question 6.2 (2) b) was scored (X_{15}) in exactly the same manner as the first portion of the question, and the hypothetical model community school would score one point.

Therefore, $\frac{\text{Question 6.2 (2) b)}}{12 \text{ months}} = X_{15}$

6.3 If you have answered "yes" to question 6.2 (2) above, indicate the composition of the advisory committee or council by providing the number of representatives of each of the following groups

	<u>Number of Representatives</u>
(1) school administration	_____
(2) professional school staff	_____
(3) paraprofessional school staff	_____
(4) maintenance staff	_____
(5) school students	_____
(6) member of school board or committee	_____
(7) parents of the students	_____
(8) community members (other than parents of school students)	_____
(9) service agencies	_____
(10) other (specify)	_____

Question 6.3 was designed to determine the composition of the advisory committee, if one existed.

Scoring: The scoring (X_{16}) was completed by assigning 0.2 points for each one of the 10 categories of people represented on the committee (disregarding the number of representatives). The

hypothetical model community school would have a representative from each category and, therefore, would score two points on this question.

Score for sixth community school education component. A total score (represented by Y_6) for the community school education component "community involvement," was obtained as follows:

$$Y_6 = X_{13} + X_{14} + X_{15} + X_{16}$$

The hypothetical model community school would score four points on this component if it was not the only school in the board's jurisdiction.

Section 7 - Administration. The questions in Section 7 were designed to obtain information on the "administration" component of community school education. Because very few schools responded to Questions 7.3 and 7.4 indicating that financial support was available to community schools in Alberta, these two questions were not used in the scoring.

- 7.1 Does any staff member of the school have the promotion of community-school relations and/or the introduction of programs and course content relevant to the community and school as a definite part of his/her assignment?

Check ☒ one

yes
no

Question 7.1 was designed to find if a staff member in the school had been formally assigned to promote community-school relations.

Scoring: A score (X_{17}) of one point was given for a "yes" answer and a score of zero for a "no" answer. The hypothetical model community school would have a person to promote school-community relations and would obtain a score of one point for the question.

7.2 If you have answered "yes" to question 7.1, indicate if this person has another assignment in the school and the percentage of time devoted to community-school relations. Check ☒ one in (1) and one in (2).

(1) Assignment

- (a) Principal
(b) Vice Principal
(c) Teacher
(d) Paraprofessional
(e) Other (specify)

(2) Percentage of time devoted to community school relations

- (i) less than 25%
(ii) 25 - 50%
(iii) 51 - 75%
(iv) more than 75%

Question 7.2 was constructed to determine the amount of administrative time devoted to school-community relations.

Scoring: Only the second portion of the question, 7.2 (2) was used in the scoring. The categories were assigned the following numbers; (i) = 1, (ii) = 2, (iii) = 3 and (iv) = 4. These numbers were divided by four to obtain the complete score for Question 7.2, designated X_{18} .

$$\text{Therefore, } \frac{\text{Question 7.2 (2)}}{4} = X_{18}$$

The hypothetical model community school would score one point on this question, indicating that a person in the school devoted their entire working time to promoting school-community relations.

Score for seventh community school education component. A total score (represented by Y_7) for the community school education component "administration" was obtained as follows:

$$Y_7 = 2 (X_{17} + X_{18})$$

To give the seventh community school education component an equal weighting with the other components, $X_{17} + X_{18}$ were multiplied by a factor of two. The hypothetical model score, therefore, would score 4 points on the component.

Total score for School-Community Questionnaire. The total score for the SCQ was obtained by addition of the scores of the seven community school education components. Therefore,

$$\text{Total Score of SCQ} = Y_1 + Y_2 + Y_3 + Y_4 + Y_5 + Y_6 + Y_7$$

The hypothetical model community school would score 28 points on the SCQ.

APPENDIX G

EXPLANATION OF THE TEACHER QUESTIONNAIRE (TQ)

4. Approximately, how many people, not employed by your School Board or School Committee, participate as resource people in your class activities per month. e.g. guest speakers, classroom volunteers, etc.? people/month _____

These two questions were designed to gather information and compare community schools and comparison schools, respectively, on the percentage of classroom activities related to the school's immediate community, and the number of resource people used in class activities.

5. How much CONTROL is exercised over local SCHOOL AFFAIRS (curriculum, budget and staff) by the following people? Check ☒ one answer for each of the eight categories (a-h) of people

	Little or None 1	Some 2	Quite a Bit 3	A Great Deal 4	A Very Great Deal 5
(a) teachers	☐	☐	☐	☐	☐
(b) students	☐	☐	☐	☐	☐
(c) superintendent	☐	☐	☐	☐	☐
(d) parents of school children	☐	☐	☐	☐	☐
(e) school administrators (principal, vice principal)	☐	☐	☐	☐	☐
(f) community members (other than parents of school children)	☐	☐	☐	☐	☐
(g) members of School Board (School Committee)	☐	☐	☐	☐	☐
(h) members of school advisory committee or council (if applicable)	☐	☐	☐	☐	☐

Question 5 was constructed to gather information on the distribution of control over school affairs, as perceived by teachers.

The question was designed from the work of Tannenbaum and Kahn (1958) in which control in four trade unions was studied. A more contemporary report of this manner of measuring control in organizations can be found in Tannenbaum's (1968) book Control in Organizations. Tannenbaum's (1968:12) concept of control is "theoretically that organizations may differ in their total amount of control, as well as in the relative amount of control exercised by the respective hierarchical echelons." The quantity of power is not fixed.

Question 6 - Satisfaction and Status. The 28 items in Question 6 (see Appendix C) were taken from the Purdue Teacher Opinionnaire (1967), Form A. Permission was granted by the Purdue Research Foundation (see Appendix B) to use items from Factor 2, "Satisfaction with Teaching" and Factor 7, "Teacher Status," of the Opinionnaire.

The following items of the TQ were from Factor 2; 6.3 - 6.8, 6.11 - 6.17 and 6.22 - 6.28. Factor 7 items were 6.1, 6.2, 6.9, 6.10 and 6.18 - 6.21. The scoring weights for the items were assigned as follows (Bentley and Rempel, 1967:8):

1. When "A", agree, was the keyed response, the weights for the items were:

A	PA	PD	D
4	3	2	1

2. When "D", disagree, was the keyed response, the weights for the items were;

A	PA	PD	D
1	2	3	4

All of the items in Question 7 had a keyed response of "A", agree, except items 6.8, 6.15, 6.17, 6.21 and 6.22, which were "D", disagree. Total scores for both "Satisfaction with Teaching" and "Teacher Status" were obtained.